

Kidnap, dope and lawyers

I visited New York City and discovered that the journey American children make to school is more of a cause for concern to their parents than what happens when they get there.

Child abduction, for purposes which are still unclear, is now a major and traumatic problem in the US with several thousand going missing every year. The morning cereal is rendered pretty gloomy as every carton of milk has a picture of a missing child on it.

Which is not to suggest that outlandish things don't happen once junior flakes it through the school gates. A growing number of schools in the States are beginning to give urine tests for signs of drug abuse or children who show behavioural problems.

Dupe testing of potential teachers is already a part of the interview process in some areas.

One shudders to think that any child who falls asleep during the compulsory morning recitation of the anthem and saluting of the flag will be hauled outside to be treated like a Derby favourite who showed up in the last furlong.

But, as with every novel American scheme, there are more than enough lawyers to test it out in court. And in Atlanta, Georgia, mother is suing her local school for thousands of dollars for drug-testing her little girl without mother's permission.

The drugs problem is large enough to fill the "hot stuff" of the Secretary's programme for the under-16s. A plain how to tell dangerous drugs from regular candy.

But it could be worse. It could be grown-up television. While intelligence level is so low with more than 40 channels on 24 hours-a-day there is precious little to watch, even for

determined insomniacs. One channel has gained a cult intellectual following by showing some of the more successful British series of recent years such as *Brideshead*, *Jewel of the Crown*, *The Woman in White* and C P Snow's *Strangers and Brothers*.

But in case these should prove too rigorous after several hours of game shows, the TV station takes no risks and puts on a British alumnus such as Alastair Cooke to explain them beforehand.

I watched an episode of the first-rate production of Howard Spring's *Fame Is The Spur*. This was presented under the title *Victorian Days*, and a prologue from a lesser figure than Mr Cooke explained the background to the women's suffrage movement - The Married Women's Property Act, Victoria's subservience to Albert, etc.

The episode then showed how suffragettes set fire to Lloyd George's house. Still, what's 30 years between friends?

Background to Brussels

Some British eccentrics clearly do need explaining though. When we do the Brussels disaster was related to America, the newscaster had to explain to an incredulous audience that stood on the terrace without a hint of the argument that if you huddle people together in uncivilized conditions then they are that little bit less civilised in a civilized manner.

I still look in vain, though, for the explanation of why it only seems to be British youth who resort to the drunk-

en and sometimes sober tribalism, courtesans, swearing and racial abuse not only in football clubs (which have taken far too much of the blame for a malaise clearly transcending their narrow confines) but also on the Costa Brava, cross-channel ferries and numerous town centres after the pubs have shut.

Surprisingly, in all the acres of print that followed in the wake of Brussels, the education system appears to have escaped criticism for the loutish behaviour of the young. This need not, though, preclude some navel contemplation (see page 25) by the schools and FE colleges, which must know better than most what makes their charges tick and, all too frequently, kick.

The writing on the wall

One of my more memorable moments in New York occurred on the tourist boat cruise around Manhattan Island.



Graffiti Gang... DC King of E, Kool KD and RG Masterbreaker

Mixed-up politicians

The anagram pundits continue to be able, though my request for anagrams of Sir Keith Joseph and Giles Radice did not produce such a high quality posting as Messrs Merridale and I, a few weeks ago.

Mr Radice is urged by Gosh! Toye of Milton Keynes to "Rise Up" when he comes to office, and in a dreadful slur on my valued friend, the DLS press office he says of Sir Keith: "His PR is the joke".

Dr D A Howell, senior lecturer at the London University Institute of Education, decided that the relatively youthful Giles Radice "is aged and 'gauche'". Several educational efforts by Stuart Skye of the NUT, department in these columns some weeks ago who turned Sir Keith into "It is he, push jerk".

Mary Mullick of Manchester and Sir Keith's full title of MP, Bart write "Ah, PM's Pet British Joke". David Lowther of Consett had his time for either politician, making "Lie, disgrace", and the other "Push this joke".

The anagrams must perish, too, for while, with a possible resurrection, the silly season.

Exam skills needed

A puzzled invigilator has sent me the Associated Examining Board's instructions for basic proficiency examinations in life skills. The AEB, which is the end of the exam, envelopes, as the answer sheets to the Paper 1, the answer sheets to Paper 2, and the Paper 3, which they must be sent to the same examiner. There is answer to that.

David Lister

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Newham chief to leave following pay-off deal

by Mike Durham

Education officers are deeply concerned at the implications of the departure of Mr James Palling as chief education officer of the London borough of Newham, announced this week.

Mr Palling, 47, is to leave in September with an undisclosed severance payment believed to be about £50,000 - following a bitter five-month dispute with the Labour-controlled I.e.a.

This week, one CEO commented: "In future, it seems that politicians will be able to choose chief officers of the right persuasion. They will be able to ask for the kind of advice they want to hear."

A brief statement issued by the I.e.a. this week said Mr Palling would be departing "by mutual consent".

Mr Palling was originally asked to resign following what a majority of

group was keen to appoint chief officers who shared their left-wing views. And he added that Marxists had other offices in their sights.

"It would appear that there are dubious political motives behind Mr Palling's departure which go beyond the field of education," said Mr Winfield.

"We have an extremely good intelligence from within the Labour group. The attitude of some members is that unless an officer is 'one of us', he will not do his job properly."

The I.e.a.'s statement on Mr Palling's departure reads:

"This public announcement is being made in view of the unfortunate and inaccurate publicity recently given to an alleged disagreement between the London borough of Newham and its Director of Education, Mr James Palling."

"By mutual consent, as from 30th September 1985, Mr Palling will leave the service of the London borough of Newham."

"All concerned wish to emphasize that this matter has been concluded by amicable agreement and neither the London borough of Newham nor Mr Palling will make any further statement about Mr Palling's departure."

Mr Duncan Graham, the Association of Education Officers member representing Mr Palling, said he was disappointed by the outcome and would call for a close scrutiny of the case. "There are a number of facts about this case which will have to be looked at very carefully by the AEO and the Society of Education Officers."



"Try to see it my way..." Paul McCartney - now a father with his children in state schools - turns his back on striking teachers outside his son's school gates in East Sussex. He asked the three primary school teachers handling out leaflets in support of their 12.5 per cent pay increase if their teachers were on strike when they were at school. After reading a leaflet he tore it up. A spokesman for him said later that he does not disagree with the pay claim but feels it is unfair for teachers to strike when pupils are sitting exams. "We can work it out..." but not today!

NUT blushes over target strike mix-up

by Richard Garner

The West Midlands branch of the NUT was embarrassed this week after calling its members out on strike in the wrong place.

The branch had intended to disrupt schools in constituencies represented by Conservative MPs, and ended up hitting schools whose local MPs were Labour, taking some of its pupils from that area.

Teachers in both schools took three-day strike action this week from Tuesday to Thursday.

A headteacher and former branch president of his union may become the first person to be expelled from a

cause it had a post-code which had led the union to believe it was in the neighbouring Edgbaston constituency, represented in Parliament by Conservative MP, Mrs Jill Knight.

The school in Mr Hattersley's constituency, on the boundary of the Conservative-held Hall Green constituency, takes some of its pupils from that area.

Teachers in both schools took three-day strike action this week from Tuesday to Thursday.

A headteacher and former branch president of his union may become the first person to be expelled from a

National Union of Teachers as well as undermining the action of other NAS/UNT members.

Mr Turner refused to comment saying it was a "personal matter" but added that he was not planning to defend himself before the national executive.

Mr Nigel de Gruchy, deputy general secretary of the union, said, "Under our rules you can be expelled for failing to carry out an instruction and we don't shy away from this. We'd rather be 127,000-strong as a union than 150,000-weak."

Leaders of the National Association of Schoolmasters/Union of Women Teachers are to consider a call from their Plymouth branch to expel Mr John Turner, head of Ridgeway comprehensive school in Plymouth, Devon, for failing to obey national instruction to join a half-day strike over pay on February 26.

It was also alleged at a branch meeting that Mr Turner had failed to carry out union sanctions - involving a withdrawal of goodwill - and that this provoked a complaint from the

CEOs submit 14% pay claim

Chief education officers and their deputies have lodged a 14 per cent pay claim, along with a demand for payment for attendance at evening meetings, *Mike Durham writes*.

The claim was discussed for the first time last Friday at the Joint Negotiating Committee which settles chief officers' pay. But the two sides were said to be "far apart".

No offer was made by the employers and the two sides are to meet again on July 3.

The officers are asking for an across-the-board increase, which includes a 7 per cent "catching up" factor to compensate for inflation over the past four years.

They are also asking for between £1,000 and £3,000 a year for attendance at evening meetings.

The claim also includes work-related allowances, merit payments and London weighting.

Chief education officers currently earn between £21,685 and £35,411 according to the size of the authority.

In the teachers' pay dispute, Labour local authority leaders are pressing for an early meeting of the re-vamped Burnham Committee management panel in a bid to reopen negotiations before the summer holidays.

The management panel is expected to undergo a drastic change of membership, and perhaps leadership, following the county council elections.

The Association of County Councils, which nominates 13 of the 25-strong panel, is not scheduled to choose its delegates until the next education committee on July 4.

But Labour I.e.a. politicians are expected to press for the normal appointment procedures to be shortened.

They will ask the ACC to bring forward the date when Burnham members will be selected, so that councillors can get acquainted with Burnham's cumbersome procedures and discuss a new initiative.

The Association's delegation to Burnham is certain to be changed significantly. Of the 13 mainly Conservative delegates who attended last year, at least six have resigned or lost their seats on the ACC's governing executive committee.

In addition, talks between the four groups which now share power on the ACC could lead to a change in leadership.

Labour councillors will also be pressing for an early meeting of the Burnham further education committee, *Diane Spencer writes*.

Mr John Pearman, chairman of the management panel, said this week that he planned to meet leaders of the biggest teachers' union, NATFHE, on June 24 as a step towards breaking the deadlock.

Pay dispute page 6
Non-teaching staff complaints page 8

Computers Extra

The Extra on Computers in Education has had to be held over for technical reasons. It will appear next week instead.

PEOPLE...

Mrs Brenda Boulton, acting head of Nansen school for the partially sighted, to be head of John and school for visually impaired pupils at Hammersmith.



Ray Barr

Ms Ray Barr to be head of Stoban Primary School, east London, on the retirement of Miss A Sutton.

Mrs Susanah Kurl to be head of Answorth Nursery School, north Kensington. She was formerly acting head of the school.

Mr Brian Fletcher, deputy head of St Thomas High School, Exeter, to be head of Combehead School, Mr Jim Clifford to be Chief Inspector for Somerset Education Authority. He was formerly senior inspector responsible for post-14 education.

Professor Guy Neave, maître de recherche at the European Institute of Education and Social Policy, Paris, to be professor of comparative education at the University of London Institute of Education.

Dr Michael Stubbs, visiting professor at the University of Tübingen, West Germany, to be professor of education with special reference to the teaching of English at the University of London Institute of Education.

CONFERENCES...

July 5-7 "Partners in Learning" a residential conference at the University of Newcastle organized by the Advisory Service of Community youth workers, teachers, education workers, volunteer organizations, community groups and based learning. Speakers include Keith Foreman, wardens, George Gyle, senior inspector, Northamptonshire. Details from Ruth Bergman, CSV, 237 Pentonville Road, London N1 9NU.

July 12 British Society for Research on Sex Education - "Who's Responsible?" at the Robin Brook Centre, St Bartholomew's Hospital Medical College, London EC1. Fee details from Deirdre Sanders, 52 High Street, Sandy, Beds SG19 1AL.

July 12-14 Standing Conference on Education for International Understanding - weekend residential training conference at Newman College, Bartley Green, Birmingham. Full residential fee £45. Conference fee only £25. Speakers include Frank Judd and Chris Lee. Details from Newman College, Bartley Green, Birmingham B32 3RT.

July 12-14 National Association for Curriculum Enrichment conference in Bristol on "Meeting the needs of able children". Speakers include

David Bellamy and Eric Ogilvie. Details from Mr M Turner, Hawkesbury Primary School, Hawkesbury, Badminton, Avon GL9 1AU.

July 5-7 Association for Behavioural Approaches with Children annual course on "The Future of Behaviour Analysis" at Bulmershe College of Higher Education. The keynote speaker will be professor Tom Brigham and symposium will be presented on behavioural approaches to parenting, social work and assessment. Fee £40 non-members and £34 members. Details from Nigel Hastings, Bulmershe College of Higher Education, Woodlands Avenue, Earley, Reading, Berkshire RG6 1HY.

September 6-8 The Library Association Youth Libraries Group weekend school at Lancaster University will be on "Text Versus Technology - the impact of new technology on the children's and school libraries". Speakers include Mary Goff, Ann Irving, Jean Beck, John Cunliffe, Peter Osborne, Barry Arnold, Judith Askey and David Lightfoot. Judith will also be a trade exhibition. Details from Kathleen Leach, Central Library, Market Square, Preston, Lancs PR1 2PP.

Summer 1985 - spring 1986 Details of courses in puppetry for teachers, therapists and specialists are available from The Little Angel Marionette Theatre, 14 Dagmar

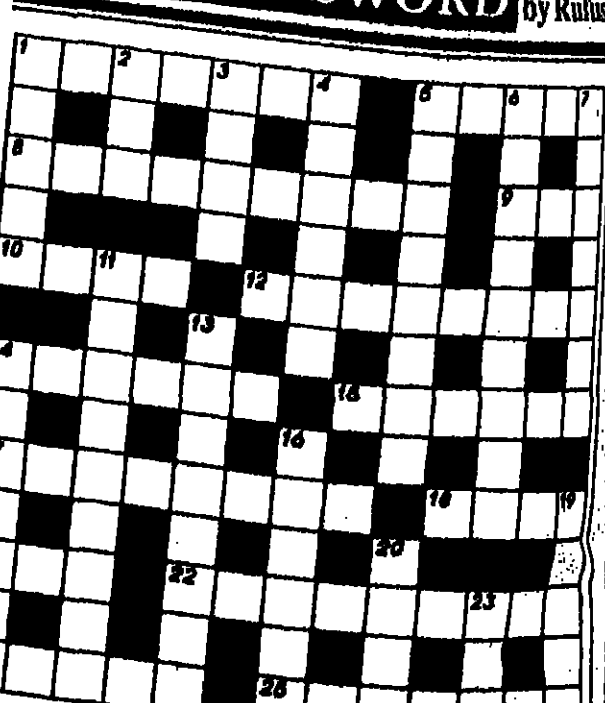
PUBLICATIONS...

Beware! Air Passengers Carrying Dangerous Goods is the title of a leaflet published by the Civil Aviation Authority with details of illegal to take on aircraft. Among these are fireworks, toy pistol caps, gas cylinders and corrosive acids. The leaflet, which may be of interest to teachers taking school parties abroad by air, is available from the CAA Publication Service, Greville House, 37 Grafton Road, Cheltenham, Glos. GL50 2NB.

Two free booklets published by the GLC, *What's On and What's On for Youngsters*, contain month-by-month details of entertainment and historic house visits. These include demonstrations, sporting events, nature trails, children's theatre and so on. Please send a stamped addressed envelope to the Recreation Office, Department for County Hall, London SE1 or telephone 01-633 1707 for further information.

Summerhill The recently formed Friends of Summerhill are planning a twice yearly Newsletter for those who wish to maintain contact with the school and AS Neil's views on education. For details of becoming a friend, annual subscription £5, please write to Zoe Redhead, Hill Farm, Thetford, Norfolk, Suffolk IP16 4TD.

No 206 CROSSWORD by Rufus



- Across
- 1 Sun and showers give you colour. (9)
 - 2 It describes a brown or brush, perhaps. (5)
 - 3 Skeleton service? (4, 5)
 - 4 Church expert (3)
 - 5 Song that gave a false impression (4)
 - 6 Star skater is upset (8)
 - 7 I should be, when small (6)
 - 8 Sensible card-shivers do keep quiet (4, 2)
 - 9 New head mule walked humbly (8)
 - 10 Performer with wild curls (4)
 - 11 A word after five the voice appears (13)
 - 12 He's stupid to obstruct the school principal (9)
 - 13 Condition under which a horse races (5)
 - 14 Sounds may indicate a child's progress (7)
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 - 16 It's kept by a host of drinkers (3)
 - 17 Support a play or a player (4)
 - 18 To wish in five something fancy (6)
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 - 20 Article is changed, to be successful (9)
 - 21 How to traverse the class system? (5, 2)
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Resources/Media

Projects for using waste materials in the classroom; and reviews of School Radio's *Minority*. 40-41

What every good teacher needs

Two reports from Her Majesty's Inspectorate last week provided its characteristic and indispensable contribution to a volatile debate on teacher appraisal that demonstrably needs such commonsense injections.

Good teachers, a selection of the usual truisms from HMI reports and other research, and *Quality in Schools*, which analyses the current (uneven) state of practice on evaluation and appraisal, can both be most usefully seen as part of the body of knowledge that has to be built up and disseminated before any national guidelines can be drawn up and made effective.

As such, they provide some of the basic answers and reassurance needed by teachers who feel instinctively threatened by the whole concept, examples and advice for schools or L.E.A.s planning individual schemes, and one or two implicit warnings that the Secretary of State will not doubt be hearing in mind at this moment if he is still thinking in terms of legislation in the next Parliamentary session to impose a national assessment system.

They are warnings that are likely to be echoed in another report currently awaited by Sir Keith Joseph, containing the findings of the review that is being conducted in Suffolk of existing appraisal schemes in industry and schools, both here and abroad.

The HMI documents do not provide all the answers that headteachers, Sir Keith, or the local authority employers will need in drawing up schemes, at whatever level, but they do provide a

comprehensive list of the questions that ought to be asked and succeed in arriving at some valuable ground rules, or at least a suggested checklist of what every good appraisal scheme needs.

The first essential ingredient is understanding, and *Quality in Schools* starts with a few useful definitions for those anxious to steer clear of needless confrontation.

Appraisal (the acceptable word) "emphasises the forming of qualitative judgments about an activity, a person or an organization." Assessment (not a term much used in the report) "implies the use of measurement and/or grading based on known criteria."

Staff development, another distinction, "is concerned with general matters of in-service training needs and career development and may be based on staff appraisal."

And, although the inspectors report that no L.E.A.-inspired models of teacher appraisal have yet gone through the full cycle of assessment, staff development and follow-up action, their definitions put firmly on record their idea of an appropriate process:

"Although (staff appraisal) may start as self-appraisal by the teacher, it will normally involve judgements by other persons responsible for that teacher's work - a head of department or year, ment team or an officer of the L.E.A. This appraisal may well (and usually does) include the identification of professional development needs."

Setting the good and bad practice that they have observed in pioneering projects into the context of current thinking, HMI Inspectorate identifies, perhaps most importantly, the need for agreed criteria and framework for appraising teacher performance, and for training for all those involved in it - including individual teachers at the self-appraisal stage. Without the consistency provided by these essential elements, no scheme could be seen to be fair, or accepted as such.

Since staff acceptance and involvement have been demonstrated as essential to good working schemes so far, early preparation as well as can grow constructively out of an existing background of whole school evaluation, which can provide objectives as well as a context for development.

The Inspectorate places particular emphasis on observation of classroom performance, and the need to carry it out rather more frequently at head of department level than they have recorded so far. They also call attention to the importance of involving both middle and senior management in a two-way process - heads and their deputies need to be appraised, too, and certainly have a crucial role to play in monitoring follow-up, and career development.

One of the other factors that a good scheme needs, in fact, is the built-in assurance that the final follow-up stage will take place, whether it is INSET, promotion or remedial action.

The inspectors make the point, which is expected to be reiterated in the Suffolk, that the resource demands of all these elements are bound to be considerable, at the time of teachers and advisers.

They have only one dismissive paragraph for incompetent teachers: "The identification of teachers in difficulty is not generally an objective in existing appraisal schemes. Appraisal can help them and others to recognize their problems." They have nothing to say about tying reward to performance.

But the strongest implicit message of the report arises out of the observation that most teachers accept appraisal as reasonable and professional. It is positive and supportive. "The critical of themselves and to accept quite a criticism from others." But how many teachers will be open about their hopes and doubts in putting their next increment at risk? The element should come in the form of the evaluation prospects promised by an appraisal scheme.

If Sir Keith really wants to get an appraisal system in place that will promote good teaching and good teachers - he ought to listen to the inspectors' advice, disentangle the subject from pay, structure and legislative threats, and instead seek for national guidelines in a collaborative exercise with local authorities and teacher unions.

COMMENT

Golden handshake

The announcement that Mr James Palling, Newham's director of education, is to leave his job at the end of September represents a success for the hard left in Newham and a damaging blow for all who care about the health and integrity of the education service.

The terms of Mr Palling's departure have been negotiated and, in this sense, there has been an amicable settlement between him and his employers. But while this should keep the matter out of the courts, it is no secret that Mr Palling is being forced out by the left-wingers who have been gunning for him over the past 12 months.

There has been little serious attempt to justify the campaign against Mr Palling with evidence of professional shortcomings. From time to time there have been critical references to his eminently correct attitude towards demonstrating teachers and other suggestions that his enthusiasms for the authority's race policies was less than



100 per cent. But nobody has seriously disputed his competence with any substantial evidence, and his achievements - for instance, in the field of Asian language teaching and the building up of nursery provision - have been widely recognized outside the London borough. In the end, the dispute between him and his critics has come back to the simple proposition that a

Scotland — ahead in FE?

It is rare for an industrialist fulsomely to praise the further education service. Yet such is the strength of the Scottish Action Plan for 16 to 18-year-olds that it has produced a tribute from Mr John

Davidson, director of the Confederation of British Industry in Scotland. Speaking at a college debate in Glasgow on "Education and Industry", he also said that the plan put Scotland firmly in the lead as England only now starts struggling to catch up.

With well over 1,000 course modules now in existence and with a single National Certificate for 16 to 18-year-olds who remain in education but who are not aiming for the traditional "highers", the Action Plan represents a radical innovation brought in with little more than a year's preparation.

That the colleges rose to the challenge speaks for itself. Some of the curriculum development has been a splash, some of the lecturers over-burdened. But the further education colleges maintained their tradition of being able to respond quickly to changing conditions and demands.

Mr Davidson noted that there is a move towards central funding, with two major colleges - Napier in Edinburgh and Glasgow College of Technology - being added to the list of central institutions, responsible directly to the Scottish Education Department and funded by direct grant. He supported further moves in that direction, but there is every indication that the SED likes the broad distinction that it has drawn between colleges which offer advanced work and are centrally funded, and those which offer union-advanced courses (including Action Plan modules) which remain with local authorities.

Certainly, the evidence from the speedy introduction of the Action Plan is that central government, as initiator of the new courses, has been able to impress its desires as readily on local authority colleges as on central institutions - more so, in fact. It is also noteworthy that the grasping hand of the Manpower Services Commission has not succeeded in grabbing control of 25 per cent of Scottish non-advanced further education.

...no comment

"Stockport education committee has voted unanimously in favour of schools."

From the MANCHESTER EVENING NEWS May 31, 1985.

Second opinion

Options open until 18

Conference motions are often inappropriate vehicles for the presentation of complex issues: opening speeches are too short and misinterpretation is almost inevitable. At the recent NAHT conference I did not, in fact, try to commit my association to giving young people the freedom of the streets at 14 years of age and I scorn the notion that heads are trying to rid themselves of difficult older pupils or mounting an attack on comprehensive education! Our (NAHT) were de-

signed to do precisely the opposite - to give full opportunities to older pupils who at present have few or none, and to avoid stratification at 14 or 16 or 18 that threatens to destroy the comprehensive principle.

My starting question is this: if the country is unable to provide school leavers with the openings it used to provide, if it denies them status in society (which is still in economic terms gained through paid employment), then what is it doing to replace what has gone and enable our young to take their place in adult society?

Education is about personal and individual development; it is not there in the first instance to serve the national economy: it is not just concerned with the so-called conforming pupils, nor just with the so-called difficult pupils, but with all pupils and with reasonable opportunities for all. Many of us have not seen schools

about the right to work, without narrowly equating this right with paid employment; about the right to education and training and above all, the right to equality of esteem.

What is happening to those rights? At the present school leaving age, young people are divided into three groups: those who will be offered rudimentary training and work experience, but no work for the next 40 years; those who will be the technocrats of our society; and those splendid academics, many of them in non-maintained schools through the immorality of the assisted places scheme.

TVEI, the most powerful curriculum dynamic yet - and proving to be the hit the golden rule that he who has the gold makes the rules - is inexorably moving the divisions down to 14.

In these circumstances I want to stem the developing stratification. We need to move now to establish a tertiary phase of education and training which will ensure coherence and flexibility to re-establish motivation. I believe that above 14 there must be a package that recognizes:

- That conducting our educational institutions through two separate sets of regulations - one for schools and one for FE - prevents full scale initiatives for the 14 to 18 age group kinds into our curricula, using for their shops and work places carrying full of qualified teachers many other adults with much to contribute to young people's development.
- That assessment at 16-plus is an obstacle to the establishment of the 14 to 18 continuum.
- That it is unacceptable that above 16 some people have state allowances and others do not.
- That no matter what the organization

tional problems, it is now right to return to the vision of the 1944 Act and establish comprehensive community colleges over the 14 to 18 age range, with middle and primary schools serving the younger pupils.

Thus while the school leaving age to 14, in fact the education/training age for all will be realistically raised to 18.

What we can no longer do is to neglect our young people as a discrete section of British society. The essential point is surely this: a vital public service such as education, operating on the principle that "I am my brother's keeper," cannot be properly maintained on the basis of an economy operating on the principle that I am not.

John Swallow

John Swallow, head of Onger comprehensive school, is the immediate past president of the National Association of Head Teachers.

Teachers in Liverpool seem poised to refuse the city council's appeal for them to take open-ended strike action in support of its refusal to set a legal rate

Rate-cap strike call set for rebuff

by Hilary Wilce

Teachers in Liverpool seem certain to refuse a call that they go on indefinite strike from Monday in support of the city council's refusal to set a legal rate. A special meeting of the council has been called to discuss the budget tonight at which Labour councillors will propose an illegal deficit budget. Leaders of local authority unions were called to a meeting this Wednesday with the council's deputy leader, Mr Derek Hatton. They were asked to back the move with an open-ended strike and told to report back this morning.

Mr Jim Ferguson, Liverpool NUT secretary, said support was both "unlikely, and practically impossible". An indefinite strike would need the backing of the executive, he said.

The NUT is in dispute with the council over a controversial decision to stop pay from heads and teachers who turned up for work on a 'day of action' against rate-capping when schools were shut. The case is due to be heard in the High Court on July 10.

Mr Ferguson said that, although the union had a policy of supporting councils who were fighting to retain

jobs and services, the dispute had affected this.

"They didn't respect our ballot, and there's been a considerable backlash among members," he said. "We're in a worse position than we've ever been for getting support for the council".

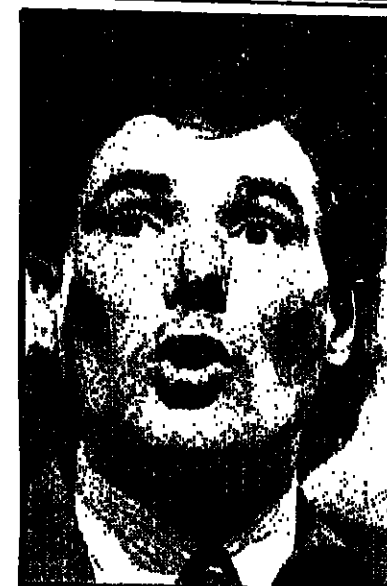
Liverpool is the only remaining education authority not to have set a rate, and councillors have been warned of the penalties they face by the District Auditor.

Money has been freed to pay teachers' salaries and essential running costs of schools and colleges, but all other expenditures are being scrutinised by councillors.

This has built up a bottleneck of requests and left schools short of some books and materials. Cash for items which are not considered essential, such as educational promotional materials, has been frozen.

A spokesman for the authority said, "If a rate is set we'll have a full budget. But if we don't, no-one has any idea what will happen."

Mr Dominic Brady, chairman of the education committee, is on holiday and will miss tonight's meeting.



Derek Hatton

Honeyford pay-off talks progressing

by Bert Lodge

The dispute over the future of suspended Bradford head Mr Ray Honeyford is likely to be settled by talks which began earlier this week.

It is understood that considerable progress was made towards a "buying-out" package at the talks, which involved Mr Honeyford and Mr John Wells, the Bradford Liberals' education spokesman.



On safari... Maria-Louise Boley and her husband prepare for their trip

Fed-up teacher heads abroad

A disillusioned teacher is giving up her job and setting off for East Africa in a Landrover.

Maria-Louise Boley, 35, has been

teaching geography at the Malet Lambert High School in Hull for eight years. Although she has an MA and nine years' teaching experience, she is still on Scale 2, and has few prospects of promotion.

"Morale is very low and, like other teachers, I don't enjoy not being appreciated," she said.

The local education authority has turned down her request for unpaid leave, so she and her husband have sold their house and bought three Landrovers for themselves and the 12 others they hope will join them on the 13 week trip.

Privatize courses call

by Diane Spencer

Postgraduate courses in the country's 27 business schools should be privatized as they have a poor reputation with industry, according to a report by the Institute of Economic Affairs.

A draft of the report, written by Professor Brian Griffiths and Hugh Murray of the City University Business School, says: "If business schools are to respond quickly to changing market demand and become more integrated with business, it is important that they become legal entities in their own right, totally independent of the public sector."

The report contains a six-point plan for radical reform, including the separation of postgraduate business education from undergraduate business education.

Postgraduate courses should be bived off from universities with public funding being phased out over three years.

After that time the graduate schools would be expected to generate enough income by selling their services. Staff salaries would be determined by the market, not fixed by the University Grants Committee, in the same way as they are at the Harvard Business School, the reports recommends.

Universities are particularly ill-suited for running postgraduate business schools, the authors claim.

At present, the 27 schools award 750 Masters of Business Administration a year, with London and Manchester graduating 160 between them.

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ACC line-up may help to break salaries deadlock

by Mike Durham

The best prospects for a break in the deadlock over teachers' pay could lie with the new hung Association of County Councils, which meets for the first time next week.

A ballot to be held by the 172 members of the ACC's executive council, which convenes on Wednesday, will determine the membership of the association's education committee. But the outcome of Wednesday's vote will be crucial in deciding the future chairmanship of the education committee, and the political composition of the Burnham management panel.

The ACC education committee - which next meets on July 4 - is currently Conservative-controlled and chaired by Hampshire's education chairman, Mr Philip Merridale. But the Conservatives no longer have an overall majority on the ACC.

This week talks were still in progress between the four major groups on the ACC over the share-out of power and representation on the Burnham management panel.

However, as the TES went to press it seemed increasingly likely that Mr Merridale, who has led the teachers' pay negotiations for three years, will lose his position as ACC education chairman.

Both Labour and Alliance councillors say they are determined to replace him. In that case, the most likely person to take over is the Labour shadow chairman, Mrs Josie Farrington.

But even if Labour and the Alliance cannot agree on a candidate, leading



Bill McNeill

Conservatives are thought likely to drop Mr Merridale because of his evident unpopularity.

The possibility might yet arise of a Conservative-Alliance pact on the ACC, with the Conservatives putting chairman in order to secure Alliance support.

The most likely candidate might then be Mr Bill McNeill, the Conservative education chairman of Kent, who is already a member of the committee and of the Burnham management panel.

As negotiations continued this week, Alliance leaders were understood to be pressing for some of the deputy chairmanships on the ACC in return for their support for Labour on policy issues.

There are 30 Alliance councillors on the executive council, 69 Conservatives, 61 Labour and 12 Independents. Labour group members on the ACC last week voted 18-15 to continue negotiations with the Alliance, but not to offer them any of the committee chairs.

Union plans to step up action in shires

by Richard Garner

Strike action by teachers is to be intensified in the shire counties if there is no new initiative on pay from the Association of County Councils.

Leaders of the National Union of Teachers have thus increased the pressure on ACC leaders who meet next Wednesday.

Mr Bert Meakin, NUT executive member for three shire county areas (Hereford and Worcester, Warwickshire and Gloucestershire) said: "The current immunity from current strike action extended to Warwickshire (one of the hung councils which has pledged support for an increased pay offer) would not go beyond June 19 if there was no change in the attitude of the ACC."

In Hereford and Worcester, the only county in the West Midlands not to issue a declaration of support for a higher pay award, teacher action is likely to continue after next week's meeting.

Mr Fred Jarvis, NUT general secretary, also warned this week that the strikes were likely to continue into the autumn term if the government did not relent and allow more money to help councils finance a settlement of this year's pay claim.

Speaking on the Channel Four TV programme, *Face the Press*, and on the BBC Radio 4 *Today* programme, he outlined a possible NUT strategy which could be adopted next term. He said the union might call out teachers in "certain areas" indefinitely - a tactic used by the union in its 1970 pay campaign when teachers in Birmingham and Southwark were on strike for six weeks.

In effect, the NUT believes it has a chance for movement in the shires with a newly "hung" management reaching an accord with teachers on a new pay award - going with the teachers to the Commission to press for extra funding.

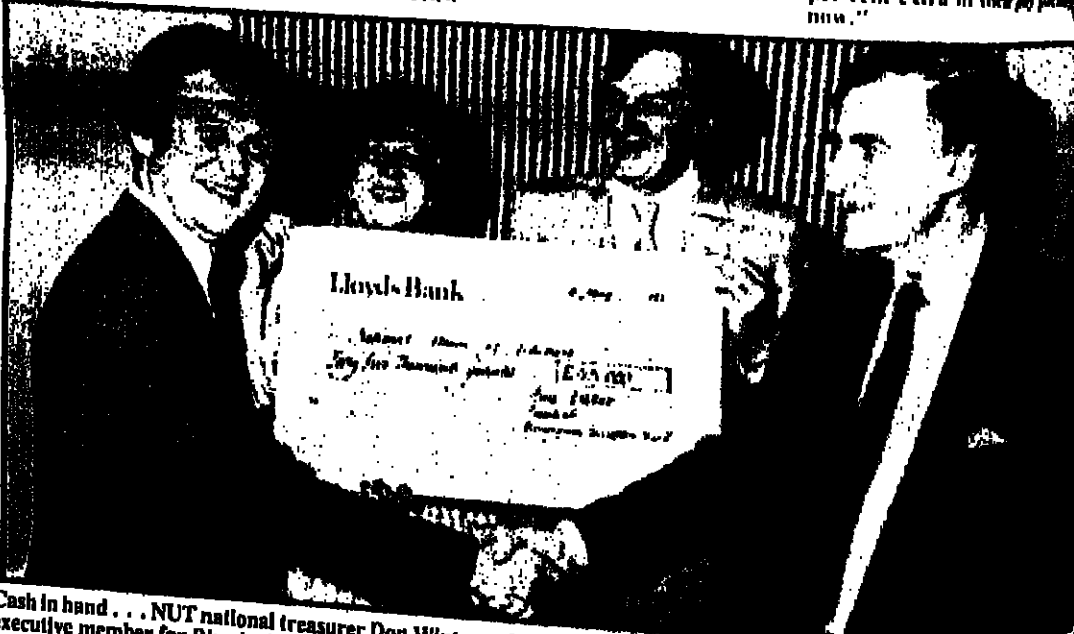
This week NUT members in shire education authorities, about 100 in all, were involved in voting between one and three days.

In addition, the National Association of Schoolmasters/Union of Teachers instructed members to vote to join in selected shires.

The NUT said this week that number of authorities pledging support for an increased pay offer had risen to 50 out of the 104 LEAs; eight new areas to express support include two Conservative-controlled authorities - Merton and St. Cheshire, Cornwall, Somerset, Shire, Oxfordshire and Hereford and 1 Liberal-controlled Hereford.

Meanwhile the Professional Association of Teachers, said teachers have already received a 7 per cent increase if teachers' leaders had followed its advice during this pay negotiations.

Mr Peter Dawson, PAT secretary, said: "If we had got salary claim of 7 per cent and a single option arbitration (that an arbitrator has to rule in favour of the offer) - as PAT negotiated last year - teachers would have got an extra 10 per cent extra in their pay package."



Cash in hand... NUT national treasurer Don Winters (right) receives the Birmingham donation from Tony Miller, national president of Birmingham and the West Midlands. Holding the cheque are Birmingham president Ann Baker and Birmingham teachers have donated more than £45,000 within a fortnight to the NUT's strike fund.

£45,000 for strike kitty

It is part of the union's £3 million "give-a-day's pay" appeal to help sustain industrial action. A voluntary levy was decided at the union's Easter conference.

Officials want the entire membership to forward the donations by June 24.

The money is being collected by local school representatives of the union and branch treasurers and the union says it is too early to say how much has been donated. If everybody donates it would raise about £3 million.

Mr Tony Miller, NUT executive member for the West Midlands, said

EIS flexes muscles for the next round

by Neil Munro

Ten months into its campaign to win an independent pay review, the Educational Institute of Scotland, Scotland's main teachers' union, decided last week to flex its industrial muscle for the first time.

During its three-day annual conference at Inverness, which incorporated a requisitioned special general meeting to discuss the dispute, the institute decided to ballot its members on a boycott of exams including marking, curricular activities - two areas which were left unopposed this year, which gives off no concessions was

how Mr John Pollock, EIS general secretary, characterized the deliberations in which appeals to goodwill and warnings about practical difficulties were notably unsuccessful.

The 480 delegates, who represent 80 per cent of Scotland's 49,000 primary and secondary teachers, also voted overwhelmingly to continue their high-standard grade courses for 14 to 16-year-olds, which has already led to the reintroduction of O grades in most schools. There may also be a return to the

controversial policy of target schools in the constituencies of Government ministers and Tory backbenchers. Delegates, however, followed the leadership's advice and refused to be specific at this stage with a declaration of the "flexible response" winning the day.

Selective strike action, which hit schools in the run-up to exams in January, February and March and turned to those same schools in a effort yesterday, drew particular fire from parents, pupils, Government ministers and some teachers

Stuart Maclure and David Lister put next week's Audit Commission report on FE into context and look at the work of the Commission and its controller, John Banham.

Demanding value for money

Next week the Audit Commission will publish a report likely to say that large sums of money could be saved in further education.

The report will say: Some colleges are inefficiently run; lecturers don't work as hard as their contracts assume they do; classes are uneconomically small.

It will not be the first time that FE has been put under the commission's spotlight and found wanting.

Last November in a preliminary version of next week's report, it examined 150 colleges and pinpointed academic staffing, cost recovery (on fees, books and refectories), control of non-teaching costs and marketing, as four key areas where there was scope for giving better value for money.

The report came in for some scathing criticism from lecturers' leaders who said that the commissioners knew nothing about further education; that on the one hand the Manpower Services Commission wanted them to concentrate on staff development, on the other the Audit Commission wanted them to spend more time in front of a class.

The report said that 75,000 extra students could be taught if lecturers spent more time teaching. (A study by the NFER estimated that lecturers work between 37 and 43 hours a week of which class contact time amounted to from 13 to 20 hours.) The Audit Commission added that some colleges still kept their teaching year down to 33 weeks.

Also in September last year, the commission turned its gaze on local government finance, which it said had glaring faults, the worst being that

government distributed money to local authorities on the assumption that they were closing schools much faster than they actually could. The commissioners called for a thorough overhaul of the system.

But two months later the focus of their criticism had changed with another report, on non-teaching costs in secondary education, saying that L.E.A.s could and should close schools faster, and, by not doing so, were wasting up to £150 million of public money per year. The report said that a "disturbing number" of L.E.A.s were adopting an "ostrich-like attitude" towards the economic and educational problems of falling school rolls, and says they are too willing to back down in the face of public opposition to school closures.

The report also said that savings could be made on school maintenance and cleaning operations, though it said L.E.A.s should spend more money not less on maintaining school buildings, as cuts in maintenance budgets led to higher expenditure later. The report also said that secondary heads and governors should be given more delegated powers and responsibility to take decisions on non-teaching costs such as telephone bills, books, energy consumption and support staff.

Again the commission came under fierce attack. AMA education chairman, Mrs Nicole Harris, said the report had "a narrow-minded approach to school organization. We have got to be able to convince parents that there is something to be gained for their children from mergers and closures. How can we do that if we are proposing to pack more and more

children into inadequate, substandard accommodation?"

But the Audit Commission in its quest for what it terms the three Es - economy, efficiency and effectiveness - appears undeterred by the criticism it has attracted from parts of the education service.

Now just two years old, the commission is a quango set up by the government to secure greater value for money in council spending by detecting waste and slack management. It has no executive powers; it can only seek to persuade. The Government hopes that local electors will act upon the commission's reports by voting wasteful councillors out of office if they ignore its findings.

In the field of education, the commission is likely to have an impact if cost-conscious councillors seize on the reports and urge administrators to take on board their recommendations.

The tenor of the Audit Commission's reports undoubtedly owes much to its controller, John Banham. He declared when the commission was established: "We have to get to grips with education, which takes the biggest proportion of local government money."

He is not likely to be particularly impressed by the stock reaction of interested groups, whether they are FE college lecturers or local politicians. Nobody wants to be shown that in this or that college, the average number of contact hours per teacher is markedly out of line with the average in similar colleges elsewhere. But where such discrepancies exist, John Banham would say, his critics have to argue with the figures, not with him. It

is only right that they should be required to justify an apparently light teaching load. There may be special circumstances which vindicate them - or, alternatively, there may be places where L.E.A.s are unconsciously acquiescing in local custom and practice which can soon become entrenched in the form of built-in higher costs.

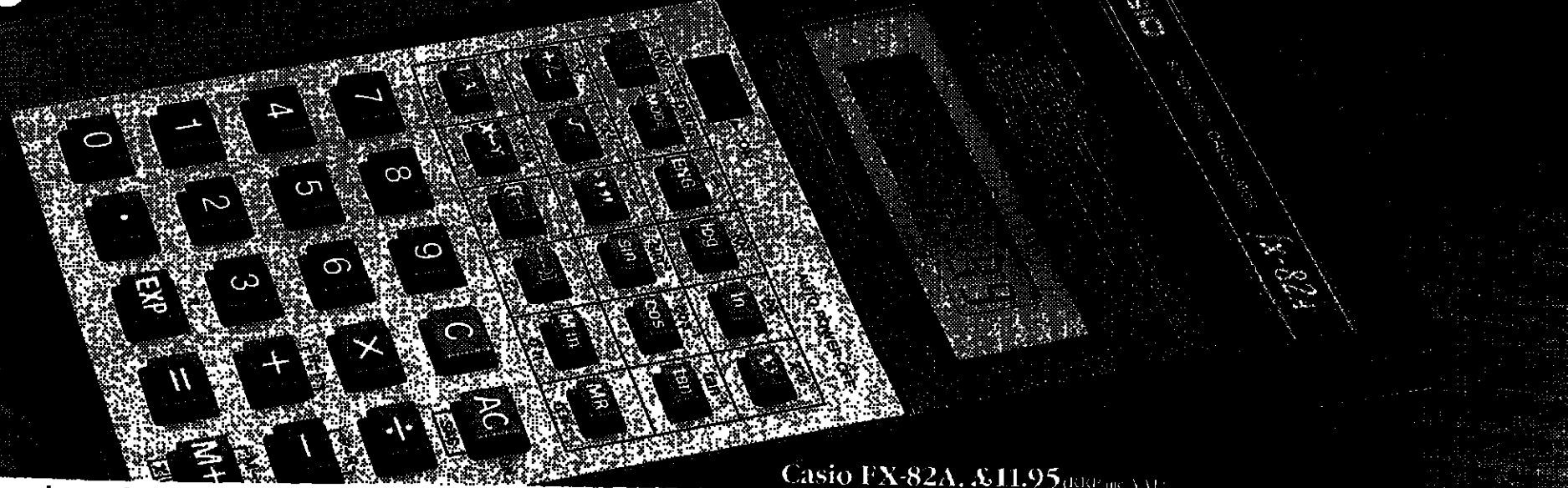
The Audit Commission under his direction has already established itself as a disconcertingly independent body. Mr Banham was recruited from McKissey and Co, the international firm of business consultants, and took a big cut in salary to move into the public sector. If the ministers thought he would prove an uncritical instrument for bashing local authorities, they were quickly disabused of the idea. No criticism of the system of targets and penalties and rate-capping for local government finance has been more resented in Whitehall than that of the Audit Commission which blamed a lot of overspending on the Government's ham-fisted control system.

Given the monumental problems of the inner cities, Mr Banham resolutely opposes the simple equation of "high spending" with inefficiency and waste. Some of the high spenders are manifestly efficient by the kind of standards the Audit Commission would apply - the criteria of value for money. As for FE, no doubt next week's report will attract plenty of hostile fire from the college lecturers' union NATFHE. FE is a very private jungle and the auditors have their work cut out penetrating its thickets. But they are learning and the question to ask may not be "have they got it right?", but "are they getting warmer?"



John Banham: getting to grips

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Hilary Wilce meets the teacher-turned-PR man who has been using the 'meedja' to improve the image of Devon schools

Broadcasting the benefits of a state education

Falling standards, rising violence, glue-sniffing, pay strikes... every teacher knows that schools have a terrible public image, and that the best publicity they can hope for is no publicity at all.

Equally, every teacher knows this is unfair, since headline-hitting scandals are only rare interruptions in the everyday round of busy creativity that is the stuff of school life. But few do anything about it except berate the "meedja" for its sensational and prejudiced reporting.

Two years ago, though, Devon decided to go on the offensive. It seconded a teacher to act as a school's public relations officer, bought him a tape recorder, and sent him off with a free hand to get the local education service the kind of publicity it deserved.

It was an appropriate move for a county whose educationists are more media-conscious than most. The chief education officer, Joslyn Owen, is chairman of the Independent Broadcasting Authority's education advisory council, while Professor Ted Wragg, Professor of Education at

Exeter University, chairs the BBC's school broadcasting council.

The man who was seconded, 35-year-old Tim Arnold, a drama and media studies teacher of Tiverton comprehensive, was already presenting soul music and teenage magazine programmes on Devon Air, one of the local independent radio stations. But now he also liaises with the county's other independent radio station, Plymouth Air, and with Channel Four and Television South West (His brief did not include BBC stations, which broadcast education programmes that are partly subsidized by the I.C.A., or newspapers whose needs are met by the county hall press office).

He was, in many ways, the perfect hybrid for the job. He had radio skills, a journalist's feel for a story, and a teacher's ability to explain to colleagues the mysterious workings of the world of the press.

"Whether you like it or not - and some teachers don't like it very much - the media shapes people's opinions," he says. "It's very important that people know what happens in schools, and what a lot of good things go on in



Tim Arnold: "Whether you like it or not, the media shapes people's opinions."

schools. That's why the PR role is so vital."

From the first he interpreted his job broadly, arguing that any kind of educational programme furthered appreciation of the education system. He taped the predictable short items on school pageants and swimming contests, but he also developed series on youth training, computers in school, and numeracy, backing them up with detailed information packs.

He has broadcast school music and poetry, helped college students to make their own programmes, brought advisers and teachers in for studio interviews, and begun to develop in-service training on handling radio and television.

"Tim does very well indeed at explaining ordinary educational issues," says Ms Eileen Allen, radio education officer of the IBA. "The way he explained the Technical and Vocational Training Initiative to parents was excellent. He had the deputy

education officer on, but not for too long, and he had teachers and pupils explaining it - all within half an hour. I value him because I can say to other schools 'this is what can be done'. He helps the system, not just the two stations he works with."

Tim Arnold is an advocate of "education by stealth", with educational input slotted painlessly into listeners' daily diet of music and news, and he has managed to turn the drivel material into popular documentary.

On the fortieth anniversary of the 1944 Education Act, he tracked down the architect of the Act, and a local resident, for an interview.

A "home-to-school" series, where all copies of the background pack were snatched up, was particularly successful and one of the nursery teachers who contributed was given her own regular radio story-telling slot.

David Cousins, managing director and programme controller of De-

vonAir, says Tim Arnold helps station to get far closer to the pupils, and parents than it ever before. "The real value of what he does is in explaining to parents what is happening in schools, what the youngsters are being taught and the reasons behind it," he said. "And, does it in a very lively and interesting way."

A growing part of his job is to help heads and teachers to handle the use of the press. Hundreds of Devon schools have now had some sort of talking in this field.

At one course, he called in a sub-editor to stage realistic aggressive interviews with deputy heads on no hypothetical situations: a glue-sniffing incident and a school getting a poor report from Her Majesty's Inspector.

"It was a nice atmosphere, but it also serious," he says. "Once you actually get teachers and head thinking about the media, the stumbling-block is overcome."

Joslyn Owen says he is impressed by the amount of work Tim Arnold has undertaken and intends to continue the arrangement.

"I think he has made it a success in his own initiative. Once he settled in he went from strength to strength. More and more schools are now using him."

Devon is not the only county to do such an arrangement, but no other has a seconded full-time, dedicated person to have a teacher present at weekly schools' programmes on local radio.

Tim Arnold is now encouraging schools to appoint their own in-house press officers to develop links with newspapers and radio and television, and know what interests whom.

Perhaps inevitably in his role he has become more media man than teacher, although he retains a keen awareness of who pays his salary and where his loyalties lie.

He could go back to the classroom he says - but he would rather use



Bert Lodge reports on the implications of the Haysel Stadium disaster for schools' football and joins the crisp-munching spectators at Saturday's under-15 international.

Wiping off the Brussels stigma

Belgian and Italian schoolboy football sides could be seen in England next season despite the clampdown on international matches following the Brussels tragedy.

An invitation to Belgium to play a representative game at Ipswich is still on the table, English Schools' Football Association officials confirmed this week. And Italy is due to send a team next May.

In addition, an invitation to Belgium to send a representative to the next meeting of the schools' international board in Belfast in September is still open, said Mr Ken Blood, last season's board chairman and treasurer of the ESFA.

The invitation went out some time before the events in Brussels but is still unanswered. The board consists of representatives from England, Northern Ireland, Scotland and Wales, with continental schools' associations there by invitation.

Mr Arthur Rice, secretary of the ESFA, said Mr Ted Croker, secretary of the Football Association, had told

them that the prohibitions on English teams playing abroad imposed by UEFA and FIFA did not apply to schoolboy sides. The Belgian Government's ban on visiting English teams, however, applies to all youth clubs, schools and schoolboy representative sides.

"At schoolboy international level it doesn't really affect us at all," Mr Rice said. "We have never had a fixture against Belgium. Our European opponents are West Germany, Holland and Switzerland. But the invitation to Belgium to be represented at the next international board meeting was in the hope of bringing them in. On the other hand, a lot of our schools do send teams over there."

Mr Rice said "certain representations" would be made in the hope of not losing existing links with Belgian soccer at schoolboy level.

The stigma now attached to English football abroad is particularly galling for ESFA officials, all practising schoolmasters. For years they have laboured to distinguish the schoolboy representative game from some of the

undesirable standards associated with professional soccer.

Hysterics after a goal is scored are discouraged and players told to confine their feelings to shaking the scorer's hand. England set the example, only now being followed by some continental governing bodies, of kitting out each boy with a uniform and insisting that it be worn for the evening meal and on all ceremonial occasions.

'At schoolboy international level it doesn't really affect us at all.'

"We supply each boy in the touring party with a blazer, tie, shirt and slacks," Mr Blood said. "It doesn't come cheap but we think it's worth it for the tone it sets. When we played in Rotterdam last year the chairman of the Dutch schools' football association congratulated me on the turnout of our boys. Not only that, he told me that their stadium stewards had never seen dressing rooms left as tidy as the English team left them."

The high standard of behaviour was maintained at Wembley last Saturday when England's under-15 side beat Switzerland 2-0 before a crowd of 30,000. But as many of the spectators were under-11s - there as much for the curtain-raiser, the finals of the six-a-side primary schools' Smiths Cup, and seemed preoccupied with the crisp manufacturer's product - this may have been a factor.

For the six-a-side competition, which was won by Daubeney junior, Clapton, London, the goal-posts were placed on the edge of each penalty area. This shortened the pitch by 36 yards but it still looked a lot of space for 12 little boys to cover. They looked relieved to hear the half-time whistle after the statutory 10 minutes.

No such concessions for the under-15s, once the sing-along with Ed "Stevie" Stewart was out of the way. They used the full pitch although they played only 40 minutes each way instead of 45.

Interest naturally centred on comparisons between those team members who were on the roll of the FA

National School at Lilleshall, the training centre opened last season for schoolboy stars, and those boys who weren't.

The English schoolmasters are still withholding their approval from the academy and this came through in Mr Rice's programme notes. Referring to "a disappointing England team" defeated by West Germany in March, he commented: "It could be argued that the first combination of players selected from the FA National School with those from a normal local association background was certain to provide integration problems."

Of the squad of 18 assembled for this match there were 10 from the national school - six of whom took the field.

If Mr Rice and his colleagues experienced a trace of satisfaction on noting that the best player on the field, Roderick Thomas, came not from Bobby Robson's grooming stables but from Mountview High School, Harrow, (ironically, now doomed to closure) their unrelenting commitment to high standards prevented them showing it.

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Bill Norris looks at a tougher objective test in the US. But the UK has no need for it, says Susannah Kirkman, as more use is made of other forms

Seeking to end guessing games



Answer the following question, honestly:

Multiple-choice tests are: (a) really multiple guess tests; (b) a good way to teach wrong answers; (c) unfair to bright students; (d) easy for teachers to mark; or, (e) all the above.

Professor Paul Anderson, who teaches geography at Illinois State University, was so convinced that the answer was (e) that he invented a new multiple-choice test form to eliminate the "guessing" element. He calls his copyright exam, which can be scored by computer, the "multi-digit test".

Instead of the standard system of five possible answers to each question, Anderson's test has a single list of 999 choices from which the student must choose the answer to every problem. The result is a far more rigorous examination, testing students' recall rather than mere recognition or powers of intelligent guess-work.

Reasoning powers prevail

The new test is unlikely to catch on in this country. Although most 16-year-olds sitting public exams this summer will come across a multiple choice or "objective" test, they are less likely to guess the answers than their American counterparts.

Tests devised in this country do not just assess recall of knowledge but the ability to reason and apply information, and pupils are given plenty of time to work out the correct answer. Candidates are more inclined to guess according to Mr Gerry Forrest, director of research at the Joint Matriculation Board.

The student is given three sheets of paper. One lists the questions, the second has the possible solutions in an alphabetized list, and the third is for marking answers.

The first question, for example, might be "What is the capital of Iowa?" If a student knows the answer, he will scan the answer sheet for words beginning with a "D", looking for Des Moines. He will then enter that answer's number on the answer sheet. If he doesn't know, he has one chance in 999 of making the right guess.

"The idea," says Professor Anderson, "was to make the list so long that students can't just glance over it hoping for a word they recognize. If they don't have a clue to the answer, there's no way they can just guess."

His students are reported to be less than thrilled by the new system. However, they do admit that it has forced them to learn more.

Evidence from JMB tests suggests that candidates do not guess answers. On multiple choice tests with five alternative answers offered, candidates probably be able to score at least 20 per cent. Yet many achieve fewer marks.

In any case, we do not rely as heavily on objective testing as they do in America, where it plays an important part in scholastic aptitude tests. Examinations in the new General Certificate of Secondary Education is moving towards practical testing and away from assessment.

Classrooms 'not painted for 25 years'

A picture of dirty, depressing and dangerous schools, coupled with a severely demoralized teaching force, has emerged from an East Devon survey.

The local branch of the Campaign for the Advancement of State Education (CASE), which conducted the survey, found "classrooms and corridors not painted for 15 to 25 years, grounds neglected, windows dirty, leaking roofs, and shabby and depressing conditions."

More than a third of the 86 heads who completed the CASE questionnaire said cuts in maintenance and decoration programmes had to some degree affected children's safety. The quality of teaching had also been impaired.

CASE says a worrying number of heads reported safety problems. In many cases heads or parents themselves paid for minor repairs, such as replacing a frayed doormat.

One head said that when he rang the local education authority to report an electrical fault and a "fishy smell" in the school kitchen, he was told no electrician was available that day because of the cuts.

Although the CASE survey did not ask a specific question on teacher morale, a large number of heads raised the issue as one of the most important aspects of teacher management. The increasing demands being made on teachers had resulted in a serious lowering of morale, some heads believed.

One head wrote: "We work 60 to 70 hours a week during term time, yet at every level people go out of their way to find fault and expect more and more."

Resourcing Our Schools, Exeter and East Devon CASE, c/o Richard Pring, Exeter University School of Education, St Luke's, Exeter Road, Exeter, EX4 4RN.

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pipes - no lorries, trains or tankers needed, and no pylons to spoil the view. But the fact that it goes underground isn't the only beauty of gas. It's also the cleanest of fuels to burn. Which helps to keep the air purer. So it's not just gas customers who benefit. Britain benefits because people prefer gas.

"BRITAIN'S FAVOURITE FUEL KEEPS THE COUNTRYSIDE BEAUTIFUL"



PEOPLE PREFER GAS - AND BRITAIN BENEFITS

BRITISH GAS

Brent staff get sex equality guidelines

by Hilary Wilce

Highly-detailed guidelines for ensuring equality of opportunities between boys and girls in primary schools have been issued to teachers in Brent.

The guidelines cover all aspects of primary schooling, from school management, through areas of the curriculum, to policies on play and language. Brent was the first local education authority to appoint an equal opportunities adviser.

The report, from a working party which was asked to survey primary education two years ago, has been welcomed by the borough's chief education officer, Mr Adrian Parsons, as "a document that exemplifies all that is best about teachers and advisers working together to reflect on an issue, thrash out the arguments, and put together something that recognizes the realities of the classroom. I am sure it will be of genuine help to colleagues."

The report devotes half its 83 pages to describing initiatives already being taken in primaries. Schools show how register-taking, assemblies, and lining-up arrangements have been changed to avoid dividing pupils up into boys and girls. One school managed to temper the domination of the playground by boys by having games painted on the asphalt.

A school that found pupils' dress caused problems wrote to parents encouraging them to send their children in tough work clothes: "They (the children) often need to run quickly, bend, sit on the floor, point and play actively, as well as sit quietly at their tables, and it is difficult to do these things well in open-toed or loose slip-on shoes, or in short skirts or frilly dresses or blouses."

Another, which found girls were reluctant to play with Lego and construction toys, devised a game where children took a task card and then carried out the instruction: "play in the home corner" or "build a car from

Lego". "Both sexes find themselves doing things they would not have done before, and enjoying themselves and learning new things," the teacher wrote.

In order to widen pupils' tastes in reading, one school organized Reading Trails, where pupils followed a plan of mixed fiction, non-fiction and poetry, while another encouraged pupils to write non-sexist stories by analysing the books the class was reading, then getting them to write their own stories with female main characters.

A teacher took up remarks about boys being stronger than girls and organized a milk crate lifting competition. "The girls won and were very happy. But the boys couldn't take it," one pupil wrote.

An exercise in tinkering with broken clocks, radios and toys produced telling conversations that pointed up boys' familiarity and confidence with basic tools, compared with girls' initial fear and timidity. "I can't do this," one girl said. "Can we use these?" asked another, pointing to the tools. At the end of the session the girls were eager to continue the next day. "The group work continued," the teacher wrote, "and within a short time tinkering became just another classroom activity."

In PE, one school had introduced additional training for girls after finding that girls in the reception class were less skilled than boys at throwing and catching.

The recommendations of the report range widely from broad principles, such as ensuring school brochures include explicit statements on equal opportunities, and saying that "teachers should structure the day so that pupils develop cooperative attitudes towards each other regardless of gender" to the particular.

Among these are that Wendy Houses should be renamed Pretend Corners, that teachers should "regularly encourage discussion of the media's presentation of gender and race"; that role model pictures of black and women scientists should be displayed; and that teachers should monitor computer software to ensure it does not alienate girls.

Plans for fourth Paisley school

by Carmel McQuaid

A fourth Christian primary school - a new category of school in Northern Ireland - is to be built in the north of the island, under the aegis of the Reverend Ian Paisley's Free Presbyterian Church - is to open in Bangor, Co Down, in September, with 35 fee-paying pupils.

The first got off the ground in 1980 at Kilskeary, Co Tyrone, with 13 pupils. The next opened in Co Antrim, at Newtownabbey in 1982, and in Ballymoney, Co Antrim in 1983, catering now in all for more than 100 children. The fees, £400 for three children, £300 for two and £160 for one, with a fourth and fifth child getting a free place, don't meet the costs, but individual donations from Free Presbyterian congregations have left no financial problems.

The schools' distinctive emphasis is on discipline - in what is seen as a friendly and loving atmosphere. They reject the child-centred approach and the non-Christian stand put on many subjects in state schools. In particular they take exception to the theory of evolution being advanced as an explanation for Genesis.

They propose to teach history from a Unionist standpoint and, above all, the biblical viewpoint will dominate, with regular Bible readings.

And politics, for the older pupils, will advance the biblical argument that governments must exist for the putting down of evil-doers.

While properly qualified, the teachers in all four schools, at a smaller salary than the state, admit to being "not aligned with the philosophy of education to teachers today" and to being project as a missionary rather than as a professional.

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Ian Paisley

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Neville Bennett has spent the past 16 years trying to find out how children learn and how teachers influence that process. He has spent many weeks in primary schools - not teaching but observing, talking to teachers and children.

He is a researcher first and foremost and since 1978 has been professor of educational research at the University of Lancaster.

His academic route has not been a traditional one. He left school at 16 and spent five years in the Merchant Navy as a radio officer. He began training as a primary teacher in his mid twenties by which time he was married with three children.

He was the first student from Chorley College to gain a first class honours degree and he was immediately invited to do a PhD at Lancaster. He has stayed there ever since, graduating from research fellow to lecturer, to his present professorship. In October his career will change and at 46 he becomes Britain's first professor in primary education, having been head-hunted by Exeter University.

"We have persuaded him to join us," said Dr David Harrison, Exeter's vice-chancellor. "We are delighted that we have got Neville Bennett."

Outside the academic world and among primary enthusiasts it may come as a surprise that Bennett was Exeter's natural choice. They have pinned high hopes on the new post and expect the holder to be an advocate of good primary practice, to lift the morale of the profession as well as giving it the academic status it has always been denied.

"I was expecting the appointment of someone who had done a lot of living in primary schools, who knew what the pressures were and who could express teachers' hopes and fears from an academic viewpoint," said one primary head who is reserving judgement on Exeter's choice.

It would seem that Bennett is still "on probation" with some people in the primary world and that with them there are two hurdles which he must overcome.

First, he has never worked as a classroom teacher. Second, and more importantly, he published a best-selling paperback in 1976 called *Teaching Styles and Pupil Progress* which raised big questions about modern teaching methods and which, in the words of

one innovative teacher, proved to be "a great burden".

The book, which within two years was translated into six languages, set out to discover how different kinds of teaching - formal, informal and a mixture of the two - affected the development of the three Rs among 11-year-olds.

The answer was clear: best results were achieved by formal teachers who were also preparing pupils for the 11-plus exam. The book was seized on by right wingers who wanted to discredit progressive schooling. "Bullets for Boyson Blunderbuss" declared the front page headline of *The TES*.

At press conferences, Bennett stressed that he had not provided evidence for a return to formal teaching. Informal teaching might have had all sorts of advantages which had not been measured. He pointed out but perhaps should have proclaimed louder, that the best teacher had an informal style.

He said he was not interested in providing slogans for Black Paperites but, albeit inadvertently, he had done just that and some teachers have still not forgiven him. In one progressive but, albeit inadvertently, he had done just that and some teachers have still not forgiven him. In one progressive but, albeit inadvertently, he had done just that and some teachers have still not forgiven him.

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Neville Bennett . . . from October he will occupy Britain's first chair of primary education

Professor Primary

Sarah Bayliss maps out Neville Bennett's stormy and non-traditional route to Exeter



He pulled his statistical analysis to pieces. This came as much more of a shock. "We didn't expect so much aggression about that," he said. "But nobody was able to tell us what a better statistical analysis would have been."

The problem was that tracking pupils' progress could not be done without error. In the event, Bennett took up the challenge and devised a new analysis with a fellow professor of applied statistics. They re-ran some of the data and according to Bennett: "I think formal teachers still came out best."

The book was written about extensively and it now seems to have been accepted by academics as an important work which raised significant issues. Not everyone sided with it. Alec Clegg, from the West Riding and one of the most respected chief education officers, wrote in 1976 that the book was far better than he had expected from press reports. It was lucidly written and had "wide ranging implications".

He agreed with Bennett's re-statement of the obvious, that "it is important how pupils spend their time and on what, and what content and learning experiences the teacher provides."

Bennett himself emphasizes that there were some good outcomes. "In the conclusion we said that the more interesting findings were ones from the observational data. These showed for instance that formal teachers spent

more time on the basics and that high attaining children spent more time on the tasks they were set."

Use of time and classroom tasks have been major issues in British educational research in the past few years and they have been explored by people other than Bennett.

He says he abandoned teaching styles as a way of looking at schools "because it was a theoretical *cul de sac* if you want to improve practice."

He observes that researchers' attitudes towards their research and its application have changed considerably. In the Seventies the practice was to look for statistical relationships between variables, to present your findings and to leave the public and policy makers to make up their own minds about it. "These days we tend to say that on the basis of this data, this issue needs to be tackled and you need to think more clearly about that."

At Lancaster he has helped to found the Centre for Educational Research and Development which operates as a consultancy to which teachers can turn. Half a dozen local authorities send teachers on fellowships to explore particular issues but individual teachers can ask for help and support.

Bennett is currently the chief assessor of BED students at Charlotte Mason College and at Edge Hill. He is a founder member of the British Educational Research Association and has strong links with parallel organizations in Europe and America.

Bennett's latest book written with three colleagues, *The Quality of Pupil Learning Experiences*, looks at the way teachers match classroom work to children's ability. The study found that 40 per cent of tasks given to high-attaining children were underestimated.

An equally clear pattern of overestimation was found for low-attaining children. The study found that 40 per cent of tasks given to high-attaining children were underestimated.

While Bennett was being dubbed anti-Plowden by teachers he was also attacked by fellow researchers, who

PROFILE

ing part of this century is for teachers to do research and inquire into their own classrooms and pupils. They shouldn't become library-bound but there should be more systematic scrutiny of what happens in the classroom."

One of Bennett's big advantages is that he is already closely associated with Wragg who gets more fan mail from the primary world than anybody. "Ted wouldn't sell us a bum steer, would he?" said one wry spectator.

Bennett says he will be happy to be an advocate for primary education, and already sees himself that way. "Although some people wouldn't believe it."

His aim is to improve practice. "The best way I can do that is by identifying the weaknesses and then building them up into strengths. But in identifying weaknesses researchers are always open to the criticism that all we do is come in and tell teachers what they're not good at."

Lancaster has no students training to be teachers and Bennett's first reason for moving to Exeter is to make a direct impact on schools through teacher education.

"The second reason is that it represents an interesting challenge. There's never been a professor of primary before and there is a department of people with potential. Part of my job is to weld that potential."

On first meeting he seems a friendly but cool personality who inconspicuously sports a gold chain round his neck and drives a red BMW car. Politically he is highly ambivalent and has not registered a vote in the last four general elections. He says the Social Democrats have come closest to winning his support. It will be interesting to see how he fares at Exeter where the school of education contains some highly political individuals such as David Morris, the new Liberal leader on the county council and Saxon Spence, a secretary and leader of the Labour group.

In welcoming Bennett's appointment Wragg says: "I think one of the most important things for the remain-

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Bid to combat child abuse

All chief education officers have been contacted in a national drive to get children to view a forest of new video abuse and child abduction.

The 40-minute video, called *Strong Kids, Safe Kids*, is an adaptation of a film widely used in the United States, and is designed to be watched by their parents or teachers.

It uses well-known cartoon figures such as the Smurfs and Yogi Bear, and the children's television hero, 'The message that no adult has a right to touch a child in a sexual way, is told in a way that is easy to understand, and then tell someone about it. It happens, children must not blame themselves.

The film has been modified to make its hard-sell, American approach more palatable to British viewers. The children's television presenter, Ms Sarah, and a group of London schoolchildren, have been used to give

it a more British flavour, and its orientation changed to suit this country's problems.

In America, child abduction is the main problem, but in Britain child sexual abuse by family members and friends is more common.

The modifications were made after research and consultations by the Television Research Unit of Oxford Polytechnic.

The Reverend Brian Brown, head of the TRU, said this week that the unit had been originally sceptical of the original Hollywood version of the film, and had given a critical report on its suitability for use here. But now the changes had been made the unit had "an almost evangelical commitment to getting it shown to as many children as possible."

The response from schools has been "very good", he said, and of the 30 professionals, including teachers, who had commented on the original American film, only one had been totally negative. Teachers' notes are being prepared by the unit to go with the film.

Blacks are suffering increasing poverty and decreasing educational opportunity in Reagan's America. Bill Norris reports

Poverty takes growing toll of blacks

UNITED STATES

The plight of poor children in America is getting worse, and that of poor black children is the worst of all, according to a study released by the Children's Defence Fund in Washington.

It reveals that black children are twice as likely as whites to die in their first year; three times as likely to be poor; four times as likely to live with either parent; and five times as likely to be on welfare.

The report, drawn from Government statistics, shows a widening schism between black and white children in the US.

It concludes that during the past five years black children have been "sliding backwards" and are increasingly suffering from an inequality which denies them opportunity, especially educational opportunity.

In 1977, black and white high school graduates were equally likely to go on to college. But by 1982 the situation had changed dramatically. Then 52 per cent of white graduates progressed to further education, compared with only 36 per cent of blacks. And poverty is the reason, says the study.

Not that poverty is confined to the black community. White children, too, are facing greater hurdles. White households headed by females under the age of 25 now have a poverty rate of 72.1 per cent, and 39.3 per cent of white female-headed families are poor. For blacks in similar circumstances, the poverty rate figures are 85.2 per cent and 63.7 per cent.

In 1982 more than 55 per cent of black children in America were born out of marriage - which virtually guarantees their poverty, says the report. They are twice as likely to be born prematurely, to have a low birthweight, to have their mothers receive late or no prenatal care, to see a parent die, to live in substandard housing, to be unemployed as teens, to

have no employed parents, and to live in an institution.

Black children are also three times as likely as white children to have their mothers die in childbirth, to be murdered between five and nine years of age, to be placed in a class for the mentally retarded, to live in a female-headed family, and to die of known child abuse. They are four times as likely to go to prison in their teens, and five times as likely to become pregnant as teenagers.

Ms Marian Wright Edelman, president of the Children's Defence Fund, says part of the blame on the policies of the Reagan Administration. Poor children, she says, cannot escape poverty when governmental policies snatch income, food and health care from the poor in order to pay for increases in defence spending and tax concessions for the wealthy.

The report, on which the White House declined to comment, is the second within a week to highlight the plight of America's poor children. A study conducted by the Congressional Budget Office showed that the current child poverty rate is 22.2 per cent over the whole population - higher than it has been since the mid-1960s.

In 1983, the most recent year for which full statistics are available, nearly 13.8 million US youngsters lived in poverty, and children represented 40 per cent of the total poor population of the country.

The remarkable fact is the increased incidence in child poverty of 52 per cent over the past decade has taken place in spite of increased Federal spending on social security, unemployment, food, nutrition and housing assistance and other benefit programmes.

"If you are under six years old in the US, you are six times more likely to be poor than if you are over 65," said Senator Daniel Patrick Moynihan. "We are the first industrial nation in the world in which children are the poorest age group."

OVERSEAS

Civil rights body warns of school 'resegregation'

The battle against racial segregation in the public schools of America, long thought to be won, may have to be fought all over again.

According to Mary Frances Berry, a member of the US Civil Rights Commission, the nation is witnessing a "resegregation" of public education and the erosion of laws which guarantee blacks equal educational opportunity.

Ms Berry, addressing an emergency conference in Washington of the National Association for the Advancement of Coloured People, claimed that recent polls showed a majority of whites and increasingly large numbers of blacks were accepting the argument that desegregation of elementary and secondary schools was unnecessary.

"What we have to do is to recreate an attitude that this is important," she said. "The issue is not simply a question of a black child sitting next to a white child, but a question of equal resources and opportunities for all."

Robert Green, president of the University of the District of Columbia,

told the conference that black students were under-represented in academic programmes and over-represented in vocational education projects. They were more likely to be enrolled in special education programmes, and less likely to take part in programmes for the gifted and talented than white students.

The Federal government, Mr Green said, had played an important role in the past to ensure equity and justice for blacks, but under the Reagan Administration this responsibility and commitment had been eroded. "Instead of encouraging and facilitating desegregation in elementary and secondary education, the Federal government has inflamed the populace by attacking busing and other Supreme Court sanctioned measures for reducing the promise of the 1954 school desegregation decision," he added.

Meanwhile Mr Reagan's Education Secretary, William Bennett, has received a D minus report card from a constitutional rights group on his first 100 days in office.

The group, People for the American

Way, accuses Mr Bennett of racial intolerance and inequity in the way he has handled the issue of desegregation. They claim that his administration has been marked by discrimination, including an assault upon the student and a refusal to accept the Federal government's responsibility to civil rights and desegregation.

These could produce what has never had an educational impact: perpetuates inequality and provides opportunities. On the other side of the segregation - at least in higher education - can be beneficial. In 1982, a book produced by the National Endowment for the Humanities, claims that the educational growth of black students is stronger at predominantly black schools than at predominantly white schools.

They enjoy, she says, more freedom than their peers and more meaningful relationships with faculty and students.

Supreme Court reaffirms decision Prayer ban stays



By a vote of 5-4, the US Supreme Court has reaffirmed its ban on prayer in public schools, imposed by a ruling in 1962. The court had been asked to rule on the constitutional status of an Alabama public school pupils. The justices decided that such a law violated the Constitution's requirement of separation of church and state, and struck it down. The decision does not necessarily mean that every state law providing for daily morning prayer is invalid. If the law does not mention "prayer," it is valid. About the 50 states have enacted laws, but not all of them mention prayer. The Supreme Court is being asked to rule on the constitutionality of a law in Alabama which guarantees the return of organized prayer in public schools.

Jon Turney reports from Los Angeles on the American Association for the Advancement of Science meeting

'No need' to teach micro literacy

Teaching computer literacy in schools is pointless, and takes attention from real educational problems, according to Professor Joseph Weizenbaum of the Massachusetts Institute of Technology.

Professor Weizenbaum, a well known critic of artificial intelligence research, said the reasons usually put forward for promoting use of computers in schools did not bear scrutiny. The computer was already nearly ubiquitous as the electric motor, but few people needed to use it directly, he said, so the idea that computer literacy would dampen today's schoolchildren in the future labour market was "simply not to be taken seriously".

He also rejected the argument that early acquaintance with computer programming was helpful in developing clear thinking. "Most computer programming is enormous sludges, full of contradictions, anything other than precise and unambiguous," he said. In any case, learning to program properly required a mathematical maturity which came later.

Yet the US school system was being flooded with computers as an answer to the "catastrophic state" of American education. "The average score for both sexes combined on a problem analysis test with a maximum score of five was 2.6, while the scores for the sexes individually were 2.73 for girls and 2.45 for boys."

The problem analysis tests were designed to evaluate "the ability to think in abstract and general terms about information processing tasks". The results suggest women may require special skills with words and structured thinking which give them an advantage in information analysis.

He said this meant the mathematical bias in much computer testing was a barrier to women seeking entry to "commonly held occupations and computing are unfounded."

Dr Anderson said women's apparent advantage was easily lost if they were image as a male preserve or by lack of opportunity to explore non-mathematical applications. The answer was a shift in the curriculum towards general principles of problem analysis.

Video games aid curiosity

Video games do more for children than developing their ability to win at a game by cunning alone. According to Patricia Grech, chief of the Division of Child Psychology at the University of California at Los Angeles, they can offer school students their own exposure to scientific thinking.

Dr Greenfield's research suggests that video games can help develop deductive cognitive skills, which are not honed by experience alone. She said the key lay in the pattern of media into the game. "Video games require and develop the same sort of discovery skills that are at the heart of scientific thinking, with its stress on observation and hypothesis testing."

She suggested the perceptual and cognitive abilities developed through playing video games were not called by other media, although television and film also develop skills in the representation of space.

OVERSEAS

Drugs survey boost for parents

FRANCE

Mary Follain on the findings of a lycée questionnaire

Parents struggling to keep a close check on their teenage children can take heart from the findings of a recent report into the use of drugs, alcohol, tobacco and tranquilizers by 16 to 19-year-olds from upper secondaries in Paris.

A third are self-confessed regular drug users, often of more than one product, and this is the group allowed most freedom by their parents. The rest, who do so only occasionally, if at all, say they get on well with parents who watch where they go, who their friends are and how they are working at school.

Detailed questionnaires have been filled in anonymously by 968 pupils in 26 Paris lycées. The result is a collective self-portrait of today's lycée pupils as well as a detailed survey of their consumption of drugs.

Unfortunately, it takes no account of young people no longer at school. It does include the technique that it offers a broad social representation of the adolescent school population, although only state lycées could be covered by the national education research body.

A third of the pupils who answered the questionnaire admitted they either smoke, or drink, take sleeping tablets or tranquilizers or drugs. Nearly a quarter confessed they had tried a drug at least once, smoking perhaps a joint of hashish at a party and relatively few have repeated the experiment.

Only 11 per cent have used drugs on

two occasions or more during the past six months and still fewer - 6 per cent - have done so six times or more during the same period. In 9 cases out of 10 the drug is cannabis.

Only 19 pupils could be called regular users of hard drugs - that is, resorting to them more than twice in six months.

The report shows that drug-taking in schools is on the increase - in 1972, only 3 per cent had tried any. Cannabis is easily available: "You can find it all around the Pompidou Centre and it's not too expensive for us," one told the TES.

In her preface to the report, sociologist Madame Evelyn Sullerot draws attention to the case with young people talk about drugs which have become almost commonplace in their lives.

She is more afraid for the future than are the authors of the report. "The problem concerns a generation," she believes, and it is not only a teenage problem but "a national catastrophe: there is no reason to expect that, once adults, these adolescents will cease to use drugs, to smoke, to drink or take pills".

Charles Coridian, one of the authors of the report, is less pessimistic: "We have a problem but it is nothing like as bad as the United States. There's no cause for panic but there's no room for complacency either."

One thing seems certain: when these adolescents are adult they will be drinking less alcohol than their parents and grandparents. As it is, 13 per cent admit they drink regularly - wine or beer daily and perhaps something stronger at least once a week; 65 per cent occasionally (some up to two or three drinks at a time, mostly wine or beer) and 21 per cent never touch



First sexual experience happened earlier

anything. Six out of 10 had never been drunk while 4 out of 10 say they have at least once - 3 out of 10 at parties and a surprising 1 in 4 with their family. A tenth of the sample say they were 14 or younger at the time and the survey shows that they tend to get drunk more often than those who were older.

Girls are predominant among abstainers; they are more inclined to take tranquilizers than drugs and attempt suicide more frequently than the boys. Girls also smoke more than boys do (20 per cent of girls more than 10 cigarettes a day against 17.7 per cent of boys), but more than half of the 968 pupils smoke at least occasionally.

Despite these depressing figures the self-portrait which emerges is a

heartening one, at least in the case of the temperate two thirds. They are happy at home, confide more readily in their mothers than in their fathers, like company, and say they can wait for their ambitions to be fulfilled.

The third who make regular use of one product or another, or of more than one as is often the case, are distinguished by their difficulties at home. The authors insist that the relationship with the parents is the most decisive factor: differences due to variations in age, sex, of social background are less clear-cut.

Adolescents in this group are also having their first sexual experience at an earlier age. 25 per cent of all those questioned at 15 or younger, as against 15 per cent in 1978. They are more likely to envisage living with someone in preference to marriage.

In addition to an increase in the degree of freedom allowed by parents and more precocious sexual relations, the report also highlights increasing pessimism among lycée pupils over their future prospects. Only 26 per cent feel confident, 48.5 per cent are worried and 18 per cent would rather not think about it.

Marguerite Grentzbitte, head of the Lycée Ponsard in the heart of the Latin Quarter, says that information campaigns to alert pupils to the dangers of drugs, like the one launched recently by the British government, are a dangerous waste of time.

"They know more than we do. But we must be ready to give them information when they ask for it." However she agreed with the researchers that the parental role is crucial - "parents need to be educated so that they can tell the difference between an adolescent sniffing glue and one with an attack of asthma".

Warning on spread of hooliganism

Other countries in Europe are likely to see an upsurge of British-style soccer hooliganism among their young people, a researcher into group violence has warned.

France and West Germany have the most explosive situations, he says, but even the traditionally stable Scandinavian countries cannot be complacent. Dr Heikki Ylikangas, professor of the history of law at Helsinki University, is one of the few European scholars specializing in studies of collective violence.

Since he researched the rise of the puukajunkarit, a 19th-century knife-wielding rebel group that brought terror to the western Finnish province of Ostrobothnia, his work has been known and respected in international academic circles.

Professor Ylikangas draws parallels between English vandalism in Brussels, violent crowd behaviour in the arenas of ancient Rome, and the excesses of the puukajunkarit, who were outcast second and third sons in a system of primogeniture.

He lays the blame for Britain's problems squarely on Thatcherism, with its "ruthless" treatment of the less fortunate members of society - above all adolescents.

The rates of youth unemployment found in Britain are experienced in other countries - the crucial difference is that Thatcherism has guilt complexes," Dr Ylikangas told The TES. "What is urgently needed is to get young people to work, and thereby restore their self-confidence."

Donald Fields

As violence erupts again in the Middle East, Shalva Weil reports on attempts to educate for peace in Israel.

Oasis of peace amid conflict

ISRAEL

Mid-way between Tel Aviv and Jerusalem, on an isolated piece of land rented for a symbolic fee from the Trappist monastery at Latrun, is Neve Shalom, a mixed Arab-Jewish village dedicated to the promotion of peace.

It was founded in 1972 by Israeli settlers, and the first families moved into permanent dwellings on the present site in 1978. Today, in addition to a constant flow of volunteers, there are nearly 60 residents, half of whom are Jewish and half of whom are Arab.

For the first time this academic year, an elementary school was opened to educate the younger members of the settlement according to the principles of their parents. The school is small since it caters only for the members' 20 children.

Half of this number attend the settlement's kindergarten, while the others work in small groups in the 6-8 aged group in the new school.

On the day I visited, two school teachers, one Jewish and one Arab, were giving an experimental lesson to the mixed group in geography and art. The language of instruction of the day was Hebrew, although Neve Shalom members are quick to stress that lessons are conducted in Arabic and Hebrew.

"The emphasis is on equality, as far as that is possible," explained a member of Neve Shalom, Michal Fisher. "We are interested in co-existence."

Arab-Jewish friendships are encouraged and each learns about the other's history and culture. There has not, however, been a single case of inter

Sums shine on

Parent power is holding back the practical approach
Ruth Merttens complains.

To most people the new HMI document on Mathematics from 5 to 16 is yet another example of bureaucratic paper-pushing, telling teachers something they don't want to hear, confounding the parents and making jobs for the chosen few lucky enough to be mathematicians. But what effect is it likely to have on our children?

In the majority of schools, maths teaching goes on much as always, with the teacher outlining the problems, explaining "how to do it" and then giving the answers. The only difference between now and when I was at school is the increase in the topics covered - now they do topology, vectors and matrices - and the proliferation of "toys" known as structural maths apparatus.

However, in some schools, the maths taught may be so different as to be almost unrecognisable. The children seem not to do any rote learning. They do little recording and there is a marked absence of sums. They are frequently playing, doing, or making. Much of what they do seems to have no purpose other than being a "nice pattern" and most bizarre of all, they seem to enjoy the subject.

In such schools, the parents are at first surprised and pleased to find their children engaged in this new and strange version of a subject which most consider to be a by-word for boredom.

However, as their children move into the juniors, parents become increasingly unhappy with this new approach and start to worry about the lack of sums and the decreasing familiarity of the syllabus. By the time they are in top juniors, parents have largely succumbed to the temptations of insecurity and are either teaching them themselves, complaining to the school or employing a tutor.

These major changes in maths education have, however, had the official seal of approval. The Cockcroft Report gave the green light to progressive maths education. Gone were pages of sums and the rote-teaching so beloved of the traditionalists. There was no shred of official approval for a "back-to-basics" approach. Cockcroft encouraged teachers to teach children to "draw", mathematically speaking, rather than to "colour-in". Problems were to be seen in context, not simply as school work with no relevance outside the classroom, and children were to be allowed to experiment and to discover many of the mathematical relations for themselves. Practical work and the use of structural apparatus were not only endorsed but claimed as essential.

This report provides official and weighty backing to those who go into schools to advise and assist. It gives confidence to progressive maths teachers. It intimately affects both in-service training and the initial training of teachers. But its effects are far more limited than most of those involved both in the Government and in education would have hoped.

Now we have a new piece of official dogma: *HMI Curriculum Document No 3 on Maths 5-16*. This endorses and supports everything that is in the Cockcroft Report. It calls for more of the same. Every maths topic is to be scrutinised to ascertain that it is both useful and appropriate to the child. Maths is to be taught in an integrated fashion with other subjects where possible. Skills should be practised on problems that arise from real-life situations.

But I suspect that this document is also destined to find its way to the back of the staff-room book-shelves, and to have only a relatively minor impact. Cockcroft and the direction in which the teaching of maths should proceed is probably the only subject upon which Sir Keith, his junior ministers, advisers, and educationists are all in total agreement. Why then are the changes advocated so slow in being implemented?

It is my contention that although many in education are in agreement, no-one has included the parents and they manifestly do not share in this general concord. And parents actually have quite a bit of power over the school curriculum.

There is tremendous and persistent pressure from parents on teachers to teach pages of sums, for children to rote-learn facts, especially number facts, and for maths in school to look the same as it has always done. This leads parents to demand the teaching of long-division or fraction-multiplication even though they can see that such skills have no practical value in the age of the calculator.

Such demands are not irrational. They stem from a deep insecurity about maths, combined with a strong impression that maths is a "most important subject". Thus parents are naturally anxious that their children succeed, and because of their own mathematical background success is too often measured in terms of these lengthy and out-dated computations.

It is difficult for parents to accept that things really have changed - that the mathematical needs of employment and of adult life, are now different. It is still easier and somehow safer, to insist that our children learn the way we learnt and can perform the same computations that we were taught.

But this really won't do. And it won't do for all sorts of reasons which parents can and should be helped to understand. Paper arithmetic of the sort we did really is no longer needed. It is, furthermore, simply not possible to pass O level or its equivalent without understanding what you are doing and why.

But unless we as teachers, convince the parents themselves of the necessity for change in mathematics education, then that change, despite government reports and HMI documents, will continue to be patchy, slow and inadequate.

Ruth Merttens is lecturer in mathematics education at the Polytechnic of North London.



Measuring up to real life: does it make the old paper arithmetic redundant?

Power without authority

Roger Homan is menaced by HM Inspectorate's covert activities.

My colleagues and I are currently suffering the trauma of an HMI visit, and I am observing dramatic changes in the inspectorial style.

My image of the Inspectorate was formed in childhood and only later in life did I learn to put a name to it. I had sat in a classroom of desks - as the infant Laurie Lee in a meadow of summer flowers - and it had registered with me that inspectors were grey-suited, predominantly male, gregarious and matured.

For a week or 10 days at a time they colonized the Second Master's room, and it was only during these periods that we boys noticed in our masters' department any tremor of insecurity. We were told that they had come to see our work but were less distracted by the visitation than were those who taught us.

That dispensation belonged to the 1950s. It was, after all, an age of deference, and the Inspectorate enjoyed authority in their work. The teaching profession responded to them with

alacrity. Their position was revered. Even when, at the end of my schooldays, I went to teacher training college, there was no informality in relationships or styles of address. Staff and doors entered the same lobby by separate paths provided that students entertaining members of the opposite sex in their rooms should first push the bed into the corridor. The age in imagination on the potential uses of a floor sustained in a position of unthreatened authority.

But the 1960s was a time of democratization and the demise of status differentiation. The student movement resulted in the greater involvement of students in the administration and course planning of colleges and universities. Teacher training was enriched by the inclusion for the first time of academic content. The new teaching profession was gradually transformed by its official observation.

Accordingly, the late 1970s and early 1980s were lean years for Her Majesty's Inspectors. They ran DES courses and belied with envy the legitimate role in the domain of the curriculum which was conducted at the local level by the advisory service.

At length, and fearing extinction, HMI started to bid to have some clout restored to it. They briefed James Callaghan to use his October 1976 speech at Ruskin College to give them a prominent role; but the Prime Minister ignored them.

It has been under Sir Keith Joseph that HMI has returned with a vengeance. In the White Paper *Better Schools* the domain of the curriculum is retrieved from periphery to centre. All the has provided the right conditions for HMI to run its business. The age of its benign importance is over. HMI has returned to power.

And it is indeed power rather than authority at work on Monday to find the place buzzing with the mood. The throwaway humour, the small talk, the euphemism have all disappeared.

The methods of the Inspectors are now more menacing and less open. At the end of a lecture they round up a group of students and take them off for an evaluation in which, by the students' own reports, there is an inordinate interest in negative and salacious themes. They ask students not ask the tutors for those.

They do not nowadays give notice of what classes they will visit. Nor do they say what they are looking for. And when in due course they make their report, it will, in the spirit of the Act, be a public rather than confidential document.

The new style of the HMI, its methods, its use of outposts, the restoration of its published reports and its capacity of its members to retreat and regroup when they have passed their sentence are more characteristic of investigative journalism than of a professional within the education service.

The principle of accountability which is being so widely explored and applied in the performance sections of the educational service has eluded HMI.

'The new style... more characteristic of investigative journalism'

Inspectorate. While the White Paper *Better Schools* insists that teaching educators have recent teaching experience for the sake of credibility, the HMI recently used a team of secondary specialists to inspect a primary course at one Northern teacher training college.

Whatever respect HMI commands derives not from its wisdom and imagination but from the dependence of our respective futures upon its favour.

The HMI is principal lecturer in education at Brighton Polytechnic.



Shaun Burns: improving his skills of communication.

focus of interest, support and information and the community provides the news - local talent, opinion and a What's on spot - with national news every hour. And as in most voluntary activities, volunteers get at least as much out of the operation as the people they serve.

Wendy Metcalfe, unemployed poet with a degree in English and a background in social work had few prospects when she heard about a six-week women-only training course at RT. She stuck with it though a lot of women don't because they are intimidated by the technical side. "We learnt how to time, handle live phone-ins, balance a programme."

New skills and the chance to present her own programme, an unexpectedly popular combination of offbeat creative writing, books and music, has changed her life. This year she got MSC funding to join the station as a publicity assistant. Next year maybe she will find some corner of local or independent radio which wants a literate, creative presenter.

Working, paid or unpaid, for Radio Thamesmead has given new self-confidence and opened up new avenues of employment for scores of people. And for those who want to make the break into professional broadcasting, a process akin to writing your first best seller, community radio may be the only way to get real airtime experience, says Grant Pearson, station manager.

Certainly it must be the cheapest way to make that vital demo tape on professional equipment. Acting news editor Mark Hayes, read English and Drama at Rochampton, set up an unsuccessful pop band and hoped to get into radio. In three months at Thamesmead he has learnt interview techniques, news writing and editing on a reel-to-reel tape recorder. "Much more than I would have thought possible in such a short time."

Gavin Ford, 19, on a months attachment from the National Broadcasting School was doing his own feature spots - interviews with local employers about what they looked for in job applicants - experience he couldn't get elsewhere.

But not all the volunteers have professional ambitions. Shaun Burns, 19, quiet, not wildly academic and with this great urge to work with children, uses community radio to improve his communication skills and also to make a feature tape which will make up 30 per cent of his marks for an A Level in Communication Studies.

I watched him with Chris Howskill, once Jason Wolfe of Radio Caroline and this year's Training Officer. In a training studio the size of your average larder, he learnt to drive two record decks, a control console and a recorder, find the music out, the voices in, link with on-the-hour Radio London news, read the public service announcements and organise a phone-in.

In the event he forgot the odd thing or two and muffed a couple of intros but it didn't matter. It was very relaxed but very informed; most of the MSC staff are unemployed media professionals.

Earlier this year, a dark cloud hung over the future of community radio - whether it would be snapped up by the BBC or IBA, denied a space on the airwaves or simply fold. Now the Home Secretary has declared in its favour.

Thamesmead hopes for a transmitter (to replace the crumbling cable network recently sold to Mr Robert Maxwell's empire), regular funding and more time on air. All of which, says Grant Pearson, will mean more time to work with schools, giving space to their own programmes, offering more training and more opportunities for teachers to use the airwaves.

her husband had been made redundant and they had a large Victorian house they were putting to rights.

Now the pair of them run their own businesses (he has his own furniture restoration company). The family wants to move on and buy a bigger house and start again on a larger scale. "This time we would separate the school from the home," Jane says.

She makes it all sound very easy and she is keen to encourage others to follow her example, but a great deal of organizational ability is needed. On the business side, she reckons the school will bring in an income of around £9,000 next year. She employs only part-time staff, who do not qualify for national insurance payments.

The staff do not get holiday pay or a retainer fee. Jane is not under any constraint to pay the rates that are set for such jobs in state schools and nurseries. "I would like to be able to pay holiday pay, but they do tend to get holiday jobs," she said.

One of the school's attractions is its family atmosphere. The drawback seems to be that you can no longer call your home your own, unless there is enough space not to need the family rooms to double as play space. It is the sort of scheme that could appeal to teachers with young children, and for the enterprising, there appears to be relatively little red tape to be unwound.

Sound of things to come

Community radio is good news for education says Susan Thomas

Community radio - as in hospital radio, campus radio or small town radio, funded by local authorities, urban aid programmes and the MSC, and quite distinct from the national, local or pirate radio - is taking off in a big way. And this is good news for education. For used creatively, an accessible community radio station can act as an educational resource, an audio newsletter, a training medium and not least, a platform for the discussion of local issues, even the current teachers' dispute.

Radio Thamesmead is an example of the impact a community station can have. Built in the 1960s on the Deptford Marshes to house 20,000 people, most of Thamesmead is a sprawling, graceless suburb plagued by dogs, cement walkways, graffiti and the elusive stench of summer. Loneliness, unemployment and isolation are major social problems.

It was a local vicar who started the radio station in 1977, persuading Rediffusion to give him free use of their cable network for a few hours each week, setting up a tiny studio in a corner of his church, and establishing *Thamesmead Insound*. The vicar has gone but Radio Thamesmead is now on air most of the day from its two studios (filled with old but professional equipment) in one of the shopping precincts. There are 16 MSC funded, part-time staff who handle the admin, and 160 volunteers.

And it is the volunteers, trained by the professionals, who do nearly all the broadcasting - the news gathering and reporting, the production and presentation of the feature programmes, pop shows, chat shows, phone-ins and specialist consumer, music, book or poetry sections.

The beat policeman presents the Crimewatch slot, the vice-principal from Woolwich FE college

drops in to publicize next term's access courses for the unemployed - "This way I can reach 20,000 people" - pupils and YTS trainees come in to learn clerical and technical skills and dozens of aspiring broadcasters get their first on-air experience of continuity, newscasting or riding the discs.

And Thamesmead listens. I know this because when I visited the place I got monumentally lost and though nobody could tell me how to get there or even where I was on the map, everyone knew all about the station and listened regularly. "It's about the only way you know what's going on," a woman hung with shopping and toddlers told me. "My husband got work off their Job Spot. I'm going on a computer course I heard the college teacher talking about and the kids phoned in to Santa Claus at Christmas. Most people listen."

It is a two way process. The station provides a

children could be accommodated at any one session. Then came the turn of the social services department. They approved her as a registered child minder. And once the house was checked to make sure it complied with fire regulations, Jane had only to equip the house and front yard before opening the doors. A newspaper advertisement brought ten children, and the play school rapidly built up to the current 85 on the register.

Jane believes her school scores over the usual playgroup in that staff are qualified and that work can remain on the walls. "I think very highly of playgroups and was involved in them for 15 years, but often because they are in rented premises the playgroup has to pack everything up at the end of the day."

The aim of her play school is, she says, to provide a structured and disciplined part of the day that prepares children for school. There is no attempt to teach reading, but most children can write their names, and they have work books that introduce number work.

"Reception classes are becoming larger and crowded. Children from here tend to settle down quicker at school."

The school provides her with the best of two worlds; she can earn an income while still being at home. Before her youngest reached five, it solved her own childcare problems. When she began,

The school opens for nine three-hour sessions a week (it closes Wednesday morning) during the normal school term. Parents pay £3 a session - a fee that tends to restrict the play school to children from middle-class families, but there are a small number of children from less well-off backgrounds.

Jane does not have professional qualifications, apart from a playgroup leader's diploma, but she employs qualified teachers and nursery nurses. The confidence to open the school came from her experience managing a school in New Zealand and from helping out at a nearby play school run on the same lines.

"My own daughter, Emily, did so well there. Mrs Banks had run a school from her own home for four years and that had been very successful."

The mechanics of changing your home to a play school turned out to be fairly simple. The local authority agreed to the change of use; came and measured the space and said a maximum of 20

children could be accommodated at any one session. Then came the turn of the social services department. They approved her as a registered child minder. And once the house was checked to make sure it complied with fire regulations, Jane had only to equip the house and front yard before opening the doors. A newspaper advertisement brought ten children, and the play school rapidly built up to the current 85 on the register.

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Review

Silken gloves, and ruddy fists

With the Arts Council's growing failure to carry out its self-appointed task, local political patronage moves centre-stage. BRYAN APPELEYARD reports on the possible consequences for art itself

Over the years regular meetings on the issue of arts funding have taken place at the offices of the legendary West Sussex County Council. These meetings have been between various arts enthusiasts from London and the bluff, no-nonsense representatives of the council. Their significant content can be briefly summarized.

"We have come," begins the chairman of the Arts Council or whoever, "to discuss the matter of local authority funding of the arts in West Sussex."

"We don't," replies the honest burgher. "Care for some lunch?"

Compare that with the projected £8m capital cost of the Black Arts Centre at the Round House in Camden Town and one of the primary features of local authority arts spending becomes apparent — it is patchy. By and large if you live in a wealthy Toryshire you are unlikely to be offered much in the way of subsidized culture, while an inner city dweller may find himself bombarded with "centres", "projects" and monuments to civic social responsibility at every street corner.

But the situation has been changing rapidly over the last decade and, contrary to the received wisdom that the arts are everywhere being squeezed, it is the West Sussexis of this world who are on the run. Local councils as a whole have bought the arts in a big way. Even after stripping out their special role in funding museums and galleries, it is now clear that they contribute as much to British arts as does the Arts Council itself.

And yet still the image of the philistine parish pump politicians persists. The reason being that for many years it was absolutely accurate. The Victorian enthusiasm for culture was a strictly segregated affair. Libraries, museums and galleries were sound investments, adding visibility to the local and national stock in a way that was held to be "consistent with the dignity of a great nation". The performing arts, however, carried too much weight — it never crossed anybody's mind that an orchestra or a theatre could justifiably be subsidized. The few exceptions appeared in the later years of the 19th century when a few places like Bournemouth decided a local orchestra was a justified expense — German spas, after all, seemed to find them necessary.

In 1925, however, culture succeeded in attaining something of the official status of sowers with the Public Health Act which gave local authorities the power to finance "concerts and other entertainments". But nothing much happened until after the Second World War. Then the Arts Council was born. In the general mood of reconstructive, welfare-based optimism and the 1948 Local Government Act nudged councils into jumping on to the bandwagon by considerably widening their subsidizing powers. The act authorized spending up to the level of a sixpenny rate but this was entirely discretionary and progress was hardly spectacular.

But the structural changes in local government of the early Seventies began what has, in effect, been an explosion of local authority arts funding. The new councils had discovered "leisure" and the arts were dragged out of the backwater of the librarian's department into vast, new Leisure Directorates. Suddenly their funds were looked at alongside the big spending departments and, of course, they looked embarrassingly small. At the same time the general retreat from the dangers, big world into the safer, local one which marked the Seventies produced a new fond for "community arts". These not only offered a certain ideological purity, they also, as the decade progressed, provided councils with at least something to do in response to inner city decay. Furthermore, the larger cities began to come round to the view that their "post-industrial" destiny required theatres as focal points and generators of the new service industries. It is clear, for example, that when insurance companies can build offices more, or less where they like, a degree of local culture and colour might tip the balance in the boardroom. Witness the interminable television ads for Milton Keynes, Telford and so on.

So, though progress remained patchy, it was nevertheless accelerating and it was all in one direction. In the Eighties, however, it ran into a series of obstacles. The first was obviously the Tory determination to control public spending which was to be manifested with particularly bitter consequences in the arts.

authorities. The second was the Government's equal determination to abolish the Metropolitan at the Arts Council. All three are, of course, inextricably linked.

The message of the Eighties, which finally seems to be penetrating the very thick heads of those whose habits were formed in the Sixties, is that public arts funding has gone ex-growth. Inflation and little more. But the whole structure was based on growth assumptions and the full revenue effects of earlier capital spending decisions had simply not been realized. The Arts Council came to a juddering halt and finally, after Lee/Lord Goodman consensus and came up with the *Glory of the Garden*, a strategy aimed at devolving funding away from London and at creating new partnerships with local authorities.

But meanwhile rate-capping had arrived and the Arts Council's regionalization aspirations could be severely

the arts from the Metropolitan Authorities seemed to be about to vanish along with the this makes no sense as abolishing higher authorities should remove their precept on the lower. But, in fact, both rate-capping and a continuing uncertainty about how the rate support grant will be adjusted after abolition means simple devolution cannot be relied upon. Instead the Government has come up with a replacement sum of £34m, £18m of which will go to museums and galleries and £16m to the remaining arts — ie those forms already provided for by the Arts Council. But the figure was plucked from the air as was the £4m which the Government estimated would be provided by the lower tier councils in response to abolition. Now the Arts Council reckons they replacement money devoted to the London area, its regionalization aspirations could be severely



The effect of all this has been an extreme politicization of the arts at every level. From the Greater London Council has gone, for example, funding fringe organizations like the Festival Hall in the direction of a People's Theatre and generally taking good, solid Leninist line to the masses. And everywhere there is dependence of the performing arts on government money has produced an aesthetic outraged dog-biting-hand.

Yet it would be entirely wrong to think that local authority arts climate has suddenly gone completely sour. For one thing *The Glory of the Garden* has, for some, proved exceptionally newsworthy. Leicester's Haymarket Theatre, for example, has, as a result of a partnership deal, secured funding from the County Council jump to £107,000 to £132,000, from the City Council £272,000 to £297,000 and from the Arts Council £24,000 to £44,000. In addition there are the Regional Arts Associations, encompassing the Arts Council to develop a second in educating local authorities, but successful enough to protect arts spending rate-capped inner city authorities. Indeed, the beneficial effect of the politicization, as far as arts are concerned, has been that local culture has become a sort of banner of defiance to be used at Westminster — nothing, as it were, is shown to be too good for the huddled masses but still firmly tripping their contrivance Northern Arts.

As the trend will continue — local councils continue to take an increasing responsibility for the cultural uplift of their constituents. And that brings me finally to the most important question — what does it mean for the arts themselves? The answer will probably be quite a lot. More from the silken glove of some administrative Piss-Adams, different from money from the fist of a bit of union-baton tunnel conflict in some town planning politics. The Arts Council, preoccupied with artistic quality — an aesthetic that at least has a distinctive smell — and a populist community role as well as a degree of national and even international success, make the local football team.

One regional theatre director recently said it was to satisfy these two sides was simply one different things about the same product. That the man from Piss-Adams this production of *Hamlet* represents a startling reinterpretation of the play's imaginative matrix while the man from Twin Hall goes away happy in the belief that Shakespeare's sub-text was an attack on the inequity of rate-capping. These explanations, of course, are reverberated to suit the personality of specific officials.

But the point remains that the demands are different. A new generation of arts administrators has had to learn the language of local authorities to speak alongside that of the Arts Council and they are no longer able to produce culture because we say it is irrespective of local conditions and requirements. Given the largely life-long orientation and politicized aesthetic of the majority of people in the arts, this can come naturally when the requirement is for socially engaged product and the conditions are high unemployment. For less polemical, more realistic work and for, say, music, it may not be so easy, although in areas where the councils are concerned with local prestige and attraction investment such "unengaged" art may be desirable.

Local authority involvement probably represents the coming of the second age of subsidization in this country. It will be an age marked by a greater plurality of product and the absence of any consensus as to what art does or is for. In West Sussex it may be one thing, in Tower Hamlets quite another. Thus, in effect, means that the old Goodmanite view that "This is art and good for you" has foundered. In its place is the greater sense that art is what you — ie the county, city or village — want it to be. It does not exclude secret harmonies from the heavens nor purposes, it has a communal role whether that be interpreted as social or commercial and is due something mysterious to the "quality of life". What remains to be seen is whether, in spite of this, art will continue to be able to entertain and console — the only two things it has ever achieved or ever will do.

Truth, Dare or Promise: Girls Growing up in the Fifties. Edited by Liz Heron. Virago £4.95. 0 86068 596 9.

Child-contradiction as an idea and practice might not have yet arrived in the 1950s but the children definitely had — more than there had ever been before or have ever been since. Homes and schools bulged at the seams with the products of postwar procreation. Tall and healthy, these children symbolized the optimism of the decade which is now remembered as a time of increasing prosperity and opportunity for all. Ruled over by Tory individualist government, life was nevertheless underpinned by Labour's welfare state. What was it like to be a child then, knowing nothing of wartime upheaval, before fridges and cars were classed as necessities, and children were important consumers in their own right?

Liz Heron, the editor of *Truth, Dare or Promise*, asked 10 active feminists born in Britain between 1943 and 1951 to reflect on their childhoods. The idea was not simply to look back as social historians. Feminist thinking, she explains, emphasizes the importance of childhood experiences "as a way of understanding the roots of our oppression as women". As well as being feminists, the contributors are radicals, graduates of May 1968, of Vietnam demonstrations and the Sixties politics of liberation. Three have come out as lesbians. The majority have been or still are involved in left-wing fringe journalism or arts, and have published poetry and fiction.

Most of the fascinating tales which emerge recount working-class childhoods, but with wide variations in family circumstances and regional background. They range from the lower depths of Scottish poverty (Allison Flett) to stultifying respectability in a new Derby suburb (Valerie Walker-Dine) and south to vividly contrasted one-parent families in Hampstead and Streatham (Stef Poxner, Carolyn Steedman). Rising up the social scale is Sheila Rowbotham's family in lower middle class Leeds, while the unusual Jewish/Irish mix of Julia Pascal's family and Ursula Huws' Welsh/English upper-crust background defy categorization. As the editor rightly remarks, "although each story contains elements of the general pattern of the times, none of them quite fits."

The contributors are all well aware that writing autobiography is a problematical activity, and use a variety of methods and techniques (dreams, diaries, psychoanalysis) to trace their way back in time, accompanied by from where I am now hindsight commentary. One curious feature is the present embarrassment several display that their decidedly drab lives were not a good deal grimmer. Carolyn Steedman, who describes a drudgery-filled

loyalty between two parents. Melody, his mother, is beautiful and exciting but untrustworthy, letting feelings take the credit when actions would be more to the point. The Professor is undemonstrative, a dry academic old stick, but reliable. I hope they don't sound like stereotypes; Cynthia Voigt's characters are never less than life-size.

A move to Chesapeake Bay brings Jeff into Tillerman territory and readers of the earlier books will realize with

Cynthia Voigt is gaining quite a following on this side of the Atlantic. There is a devoted section of it in my neighbourhood, if difficulty in clinging on to my review copy of *A Solitary Blue* is anything to go by. It is the third volume in the trilogy that began with *Homecoming* and *Daisy's Song*, though less tightly linked to the previous two.

It doesn't begin with the Tillermans at all but with seven-year-old Jeff, whose mother has just walked out on him. He is left with his father, a Professor of European History at an American University, who has forgotten whatever he knew about being a boy. The novel urges us along through Jeff's growing up and his swings

CHILDREN'S LITERATURE

Further Education — as in Mrs Weber's *Diary*. But at the end everything turns out to have been a misunderstanding. Mum returns, an errant punk sister returns, even the dog returns. (Shades of Adrian Mole?)

The writing is decidedly clumsy, though the blurb tells us that Judy Gardiner is "a popular adult novelist". One feeble joke depends on Val's aural misunderstanding of "minor" for "miner", even though the referent is a boy with a light strapped to his forehead.

The characterization is irritating too. The whole family is yet another post-Bagthorpe collection of supposedly interesting eccentrics whose erratic domestic arrangements are taken as proof of their intelligence. Actually it's all just a front for traditional sex-roles in the home, which is why Mum walks out. The wonder is that they all come back.

Val's great comfort through the trauma is her passion for swimming, just as Jeff likes messing about in boats. Family separation is no light matter, but Mrs Gardiner keeps us well down the shallow end. You need depth, or a lot of salt, to achieve buoyancy and Cynthia Voigt has both.

Mary Hoffman

Fresh air and orange juice

Philippa Ingram on girlhood in the Fifties



and emotionally chilling past, comments "I feel a fraud, a bit-part player in a soft and southern version of *The Road to Wigan Pier*". Valerie Walker-Dine is ashamed that her home was a suburban semi, not a backstreet slum. What is worse, looking back as a Marxist and "poststructuralist" she realizes that those mainstays of her life — school, the church, the Brownies and Guides — were actually "proto-fascist" organizations!

Proto-fascist or not, school — and above all success at school — is the shared experience of all but one contributor, and passing the 11-plus a dominant memory. Recalling her feelings, Julia Pascal writes "I feel happy that I am one of the chosen. I'm going to be a Collegiate girl and go to the red-brick school on the hill". Valerie Walker-Dine echoes this sense of specialness: "The new grammar school was part of what winning and being chosen meant". Stef Poxner's grandmother is put out that she's chosen to go to the new comprehensive (one of the first). "People won't know you got grammar" she complains. For Alison Flett, being top of the class, and best in the school, winner of the Dux prize, is compensation for the beatings and squalor of home. Ench seems to have found her own way to academic success. Harriet Gilbert's eccentric middle-class home was full of books and Alison Hennequin's parents had great respect for learning, but for the most part there is no pressure from home, no anxious visits to crammers.

Gail Lewis, the daughter of a racially mixed marriage, is the only contri-

butor to recall school as a dismal affair. Early difficulty with reading, which she attributes to being force-fed *Uncle Tom's Cabin* at primary school, holds her back. "If black people on paper were pathetic, miserable, powerless and infantile 'creatures', worthy only of white paternalism and moral vindication, then I'd stick to the black people I knew" she says, though it's not clear whether this is hindsight or how she felt at the age of 10 with the help of her English grandmother and a Welsh primary school teacher.

Although scholastic achievement is the most positive of all their memories, and has profoundly influenced the course of their lives, transporting them far from the boundaries of home, they cannot look back with unalloyed pleasure. Their success was, alas, someone else's failure. "One day we sit up straight at our desks to be told who has passed and who has failed", writes Liz Heron of the Scottish qualifying exam. "Sorry Jimmy", the teacher clicks sympathetically at one unfortunate. "You tried hard but you didn't make it". The unfairness of this strikes home for Jimmy had been the only one in class to know that Hugh Gaiskell was leader of the Opposition. Commenting on the failure of the postwar welfare state to provide equality as well as opportunity, Carolyn Steedman reminds us that "only some were allowed to travel through the narrow gate at eleven, towards the golden city".

At secondary school (mainly grammar, but one or two private and

boarding) interest in books begins to compete with interest in boys. Stef Poxner's pulsating schoolgirl diary records her crush on her boyfriend (met at Hampstead Socialist Sunday School) and her political opinions with equal passion. Miserably jilted on an Aldermaston march, she still feels exultant singing and marching across Parliament Square. The sexual activity among 12 and 13-year-olds at school shocks her, though, and she comments of the girls "Half of them will turn out prostitutes probably, or have a family of bastards. Is this society's fault? Mum thinks all this will be filtered out slowly and partially into these homes, the vacuum cleaner arriving first, followed by a fridge and a boiler for the washing, later a television and with luck a secondhand car."

Second is the no-nonsense approach to childrearing which I had associated more with nannies and the middle class. As Carolyn Steedman puts it, postwar babies were competently handled but generally left alone at the bottom of the garden in the fresh air and out of the way. The fathers and mothers of these girls worked too hard to devote much time or energy to playing with them, much less to worrying about ideas like "reading readiness". The general attitude was that you were lucky not to be hungry and food often seems to stand in for emotional sustenance in these stories. Carolyn Steedman concludes "I think I would be a very different person now if orange juice and milk and dinners at school hadn't told me in a covert way, that I had a right to exist."

The ethos of the "good" girls' school

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Second nature

Later Days, By W H Davies.
Oxford University Press £2.50. 0 19
281864 3.
W H Davies, Selected Poems. Chosen
by Jonathan Barker.
Oxford University Press £3.95. 0 19
281432 X.

"I have been labelled as a Nature poet, whom the deeper problems of life do not concern," complained W H Davies in *Later Days*, the sequel to his much acclaimed *Autobiography of a Super-tramp*, first published in 1925. He brought out a volume of verse under the same title in that year, and again made that very observation:

"Call me a Nature poet, nothing more, nothing less."

Who writes of simple things, not human evil. The label has stayed firm after 60 years. Davies is still first recalled by the introductory couplet of his much anthologized "Leisure", which bids us all "stand and stare". That poem was first published in 1911 in a volume that also contained "Sheep", verses that came out of his tramping days on cattle boats and which certainly deal with the aspect of evil. Other poems, and I think particularly of "The Hospital Waiting-Room" (1916), are even more directly concerned with social justice.

Now that *Later Days* has been reissued together with a selection of Davies' verse, chosen and introduced by Jonathan Barker, we have a better opportunity to assess this aspect of Davies' work. True, he was as keen and unsentimental observer of nature as his friend, Edward Thomas; but he wrote of the town as well as the country, and of man's injustice to his fellows as well as the delights and cruelties of nature.

Although he enjoyed the company of writers—Hudson, Garnett, Conrad, and Norman Douglas as well as Edward Thomas—he wrote for the common reader and not for the literary world. "What surprises me as much as anything else in life is that the more we read books and talk, the further we get away from the truth," he wrote in *Later Days*. The immense popularity of his verse in his lifetime owed much to his obvious concern that it should mirror the truth, even at the occasional cost of inelegance and banality.

When he died in 1940 he had published a collection of verse in almost every year since 1908. After his death, as the readership of poetry became more specialized, and when the poets associated with the Poetry Bookshop's Georgian Poetry were held to be important enough for serious criticism, he shared the fate of his fellow contributors. Gradually the tide is turning. When Cape re-published *The Complete Poems* in 1963, Philip Larkin defined Davies' contribution to literature as "a steady unceasing celebration of natural beauty and the qualities in man that seem most allied to it". Jonathan Barker, who includes a survey of the sparse critical appraisals of Davies' work in his excellent introduction, concludes that his "strength lies in his fidelity to personal experience, his whole-hearted embrace of what life offers". In his selection of poems, he has carefully chosen those which reflect the experience and responses of this determined individual; and in his generously full chronology, he helps the reader to link the poems to the events in Davies' life.

Shirley Toulson

Wit, wisdom, hope, despair

Brandon Russell on some collections of short stories

One Thing Leading to Another, By Sylvia Townsend Warner. Selected and edited by Susanne Plimney. The Women's Press £3.95. 0 7043 3955 2.
Secret Villages, By Douglas Dunn. Faber and Faber £8.95. 0 571 13443 2.
The Stories of Raymond Carver, By Raymond Carver. Picador/Pan £3.50. 0 330 28552 1.
Soul of Wood, By Jakob Lind. Methuen £8.95. 0 413 57870 4. £3.50. 57850 X.
Legends From Benson's Valley, By Frank Hardy. Penguin £3.50. 0 14 007504 6.
Celebration, Edited by Anthony Stokes. Penguin £3.95.
Mrs Henderson and Other Stories, By Francis Wyndham. Jonathan Cape £8.50. 0 224 02306 3.

One Thing Leading to Another, a posthumous collection of Sylvia Townsend Warner's short stories, contains many which previously appeared in the *New Yorker*. They have the dry wit, understated intelligence and quirky eccentricity so reminiscent of that magazine's heyday, as well as a subtle madness, gentle bitchery and private pleasure in others' peculiarities reminiscent of Saki.

Sad without being depressing, the stories often revolve round the ways in which the unspoken rituals and mores which sustain a social community (however small and unpretentious) are threatened. Even when unashamedly fantastic (there are four about fairies), the stories produce in the reader that instant incontrovertible acknowledgment of recognition.

Douglas Dunn is a poet, evidenced in *Secret Villages* in an economy and beauty of phrasing, in flawless conversational and descriptive vignettes: "You can hear the whirr of their indignant points of view like the stamping of small infuriated feet." In these (mainly Scottish) stories his preoccupation is with the three-dimensional potential of prose.

For the most part, the stories end on a quiet, confounding note of optimism. They perfectly express the last hope.

timities, private obsessions and un-motivated actions that typify ordinary human behaviour. But these characters—unwed mothers, the chronically unemployed, the emotionally awkward—refuse to be failures despite their self-imposed inadequacies or disadvantageous lives. They maintain a talent for inner happiness, occasionally finding it in performing an artificial role—it is expected of them.

Conversely, the characters who people Raymond Carver's stories rarely squeeze anything valuable from life. The tales are created out of non-events and mediocrity, based on like and indifference. Housewives in curlers, unemployed, divorcing men, wasting their days drinking in front of the soon-to-be dismissed television; waitresses, transient workers—not quite "dirt poor", these Americans are defined by a lack of material goods, but they cannot afford to pay for them. Men prostitute their wives, women provoke their husbands into affairs; the characters are casually sexual, at the whim of budding lusts which inexplicably flower. In "The Idea" a peeping Tom spies on his own wife; in "Popcorn Mechanics" a baby is born in half by a separating couple. Mr. Carver has passed the point of cynicism and is heading for despair.

The seven stories which make up *Soul of Wood* (first published in 1962) are nightmarish, war-inspired, caution tales of evil and persecution. In one the narrator finds himself sharing a train compartment with a hungry cannibal ("It's not a profession, it's a need"), in another, a man who has murdered one person a month for 12 months, searches desperately for that "lucky thirteenth" before the approaching date of his own execution. Life is depicted as something both to be craved and despised, death as a vice.

Several of the characters are suicidal, tormented by religious guilt. Some pretend to be Jewish. Many surround themselves with reminders of oppression, wallowing in injustice. Oppressed cannibals, nudists, fat men and sex devils—like a vengeful circus these images appear again and again, educating mind.

warped symbols of man's pain; (and) pathetic) need for your destruction.

Frank Hardy has been a Communist, a cartoonist, sacked for organizing a strike in the mines, had an action for criminal libel brought against him and domestic violence work. Trace elements of a valued life appear in his *Legends From Benson's Valley*, which is a lively and moving study in an Australian country town in the Depression.

Each story is self-contained, yet characters repeat themselves from one to the next, presenting an overall picture. The unemployed people, the farm workers whose plight is bitterly rendered, state far more actively than any Marxist propaganda almost religious relationship to a man and his work.

Originally published in *New Writing*, the stories and poems, but are otherwise different. A comic appears however: the importance of loyalty, faith in traditional order, efforts made on another's behalf, power of money, of idiom and of customs to set the stories apart. In the style of the stories, Mr. Carver has written: "short, sharp, and to the point."

Mrs Henderson and Other Stories, Francis Wyndham's first attempt at adult writing, is a collection of short stories, but are otherwise different. A comic appears however: the importance of loyalty, faith in traditional order, efforts made on another's behalf, power of money, of idiom and of customs to set the stories apart. In the style of the stories, Mr. Carver has written: "short, sharp, and to the point."

Descriptive passages like "A low, friendly, with hyperbolic lights, compete for outrageous with unlikely plots, of a well-kept up Englishman moves to live with his Black American son-in-law, no one thinks of the danger of self-deception, the product of a educated mind.

BOOKS

Lessons from the Great Teacher

Jonathan Mirsky on intellectuals under Mao

A Cadre School Life: Six Chapters, By Yang Jiang. Translated by Geramile Barne. Third World Publications £6.50. 0 930523 01 6.

Mao Zedong had many titles: Chairman, of course, and Great Helmsman, the Red Red Sun in Our Hearts, and so on. But he once confided to Edgar Snow, his American biographer, that he preferred Great Teacher.

This self-image was disastrous for his 1,000 million pupils. In the countryside for instance, because of the Great Teacher's barmy instructions, economic policies were followed which led to somewhere between 16 and 25 million dead of starvation in one three-year period alone, and lower per capita food consumption between 1956 and 1978 than in 1933.

But it was China's top intellectuals, perhaps because like certain other headmasters Mao feared true quality, who really suffered at his hands. In Mao's eyes they were the "stinking ninth category" in his hierarchy of degradation. On May 7, 1966 he issued one of his celebrated directives, stipulating that nearly all the country's 20 million professionally and university-trained citizens, the "brain workers", were to undergo "laogai", reform through labour.

All of them were sent down to the countryside, to the May 7 Schools, in a mass transportation rivalled in this century only by Hitler and Pol Pot. This period, 1966 to 1976, preceded by others only comparatively less brutal in the mid and late Fifties, affected most of the Chinese intellectual activity stopped for a decade.

Families were scattered, sometimes for years and millions of young people, the lost generation as it is known, uneducated and uncared for, now make up much of China's unemployed and criminal urban underclass. Many intellectuals died, murdered or at their own hands, were physically and mentally broken, and disgraced. Very few speak easily of those years and then often with a faint smile which foreigners misunderstand—a disguise for pain and humiliation.

This emotional distancing alarmed Ba Jin, China's most famous living novelist, now 80, who as a "class enemy" was forbidden to write throughout the Cultural Revolution. "Forget, forget," he has cried out since. "Go on, call as you will. But let me warn you that no one can forget those eleven harrowing years... Those we force ourselves to forget the anguish and the wounds of the past so we can look to the future and move forward? And by forgetting those wounds let them fester in our souls?"

At first it appears that very little happened to Yang Jiang, the elderly author of this slender memoir. Indeed, she herself maintains that she remains unmarked by the events she delicately describes in this wonderful translation. Yang is China's authority on Cervantes and other Spanish masterpieces, and is the wife of Qian Zhongshu, a novelist known to every literate Chinese.

The old pair were banished to the countryside for only two years, and to the same camp, where with only a bit of guile they were able to see each other almost every day. Spared the hard labour which did in so many other gently nurtured intellectuals, Yang Jiang and her husband had a relatively easy time.

But because of the Great Teacher they learned some lessons. The peasants, from whom they were supposed to discover the virtues of labour, saw them merely as "well-fed, writ-



Yang Jiang with her husband, Qian Zhongshu

watch-wearing oddities who liked to wear old clothes," made off with the vegetables they had learned to grow with great difficulty, and stole even their excrement because it was believed in the countryside that the shit of intellectuals made especially nourishing fertilizer. These peasants, supposedly the apostles of Mao's eye, went about in rags, were illiterate and, that they fed their dogs by letting them lick their babies' bottoms.

Like the Chinese painters and poets of the classical past who used the unseen and the unsaid to highlight profound points, Yang Jiang simply

mentions the uprooted vegetables, the patched clothes, and the bottom-licking dogs to allow us to draw our own terrible conclusions. Instead of wringing our hearts with the details of parting from her family in Peking, she concentrates on telling us how to wrap up a few belongings for what may be a lifetime's exile.

"Whatever you do, you shouldn't tie a knot; you have to stuff the ends under the rest of the rope." Rural mud, a mixture of phlegm, mucus, urine, and faeces, normally disgusting to people like Yang Jiang, becomes bearable. "You feel the way you did about a loved one with a contagious disease, holding hands and kissing without concern for becoming ill yourself." Two suicides occur off-stage, especially poignant because we almost don't notice them. One is Yang Jiang's son-in-law, who prefers to die rather than concoct a list of class enemies. The other, identity unknown, is buried, literally in a grass mat, into an unmarked grave. Yang Jiang worries that it will crack open allowing dogs to eat the body.

Why did people like Yang Jiang and Qian Zhongshu stay in China, which harried them and their colleagues for 25 years and which could easily start again? As she says, there were invitations to settle abroad. In the camp the couple asked themselves this question. "The simple fact was that we couldn't abandon our homeland, discard her, the very place in the world where we could be part of that 'us'."

Yang tells us that despite the dreadful mud, the isolation, the peasants' enmity and disdain, having to defecate into a latrine she herself had lined with a brick (and from which the local people stole the contents), despite 10 years of exile, she failed to achieve "that personal transformation others had sought so diligently. I am the same person I had always been".

In the introduction Yang Jiang's husband refers to her chapters on labour, affection, and idleness, "chapters on this and chapters on that". He sees them for what they are: "No more than a few deft stitches in the tapestry of the times, whimsical asides to what is a tale of epic proportions." It is quite enough.

lingo

Revelations

I once knew a newspaper chief sub-editor who was fond of bellowing: "Only God reveals." He was an atheist, so presumably the word *reveal* did not exist for him, which seemed to me rather a shame because, treated with proper care and respect, it can be a fine and subtle instrument.

None the less he did have a point. No dictionary I have consulted admits a divine monopoly on revelation, but all give some, and most considerable, weight to the sense of supernatural disclosure, and that should be borne in mind by writers who use the word indiscriminately as a synonym for "disclose" or "show" or "announce", among others.

Defectives may reveal the names of murderers, businessmen should simply announce appointments; lovers' hearts may be revealed, political intentions disclosed (not that anybody was fooled in either case). Although "reveal" generally does the mundane task without ambiguity it is devalued by such use, and in danger of losing its force and authority in more appropriate contexts.

Dropping into the realms of non-sense, surveys and opinion polls are frequently allowed to reveal when they do not even disclose. They merely indicate (often accurately, perhaps).

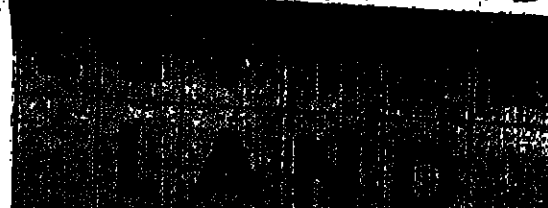
Here "reveal" is justified: "The paper revealed that the Government continued a research programme aimed at developing Swedish nuclear weapons for 18 years after it had been banned by Parliament" (*Times*). Justified, not because newspapers have any sort of supernatural authority, but because we have here the feeling of a veil drawn aside to lay bare a secret, no doubt to somebody's considerable annoyance.

And should you still have any difficulty in recognizing the distinction, remember: a man discloses his age, a woman reveals hers.

Simon Reynolds

Writing English: A User's Manual, by Nancy Harrison (Croom Helm £14.95 and £5.95) explains the conventions of written English, and shows how sentences are "built": a useful 0 level adjunct.

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HAMLYN

Fish out of water

Catherine Furze, By Mark Rutherford. The Hogarth Press £3.50. 0 7012 1918 1.
Clara Hoggood, By Mark Rutherford. The Hogarth Press £3.95. 0 7012 1917 3.

Mark Rutherford is "one of the oddities of English literature", writes Claire Tomalin in her introduction to which is one of Rutherford's *Lane* books and forms a sort of key to many of his ideas, including those developed later on his three novels that have of which these two are the last.

White, was a man of many contradictions and a number of profoundly held beliefs. His work reflects both and it is interesting to see how each novel suggests or develops themes appearing in the others. In a sense his novels do not so much have plots as a series of actions and events brought about by the characters themselves.

The contradictions in his nature are well exemplified in *Madge* and *Clara Hoggood* and in Catherine Furze, all three of whom are to some extent fish out of water, as was White himself, a civil servant who spent his life as a man of letters, a man who rejected a system home, particularly her mother, who represents the false gentility that nature in so far that she had almost no Bunyan and Milton. White's own said to be almost virginal. Her reactions are largely instinctive, so much so that in moments of crisis it is as if another voice speaks for her, invariably causing her to do the thing that is



in keeping with an innocence that is essential to her. This innocence, it purity, was the morality of true puritan virtue as White saw it and the farm she visits, against the wishes of her social-climbing mother, is the power-house from which she gains her strength.

This central preoccupation with true morality and virtue is also the pivot of friends and foes, slated *Clara Hoggood*. When critics, both good for his unsatisfactory moral teaching, was another proof that this between real and sham morality is her excellent afterword to this edition. *Hoggood* is the first novel in English literature in which a woman delir-

ately becomes an unmarried mother out of a point of principle and is put through a credit for her by the creator, although the social and personal consequences for her family are not played down. In *The Revolution of Father's Lane* the point implicit here had been made explicit, that it was that unhappy, unequal marriage and tyranny and a form of death-in-life to one of both partners.

Catherine is alien to her surroundings because of her innate simplicity and kinship with nature; Clara Madge Hoggood are alien because their education has made them contempt of mind in a society that does not accept this for women. To her case to a farm, but to London where they find a niche among peer intellectual socialists of all classes and racial groups.

While understood the hidden influence of women cramped and suppressed in a society in which they played almost no public part and in *Clara Hoggood* she shows this at work. Madge and Clara Hoggood as well as Mrs. Cardew in *Catherine Furze* gives further and places himself among those men and women who were claiming the right of women to education and to independence economically and mentally.

It is not surprising that Mark Rutherford was much admired by contemporary writers both for the clarity and control of his style and for his ideas. He has been so much admired by the post-19th century novelists that to many he is little more than a name and it is fitting that his work should be made readily available again.

Katya Walter

Bringing up baby

Hugh Jolly Book of Child Care: The complete guide for today's parents. By Dr Hugh Jolly. George Allen & Unwin £12.95.

Hugh Jolly talks very good sense. He has a calm and reassuring approach to all the traumas of childhood, from allergies to x-rays. He has even, in this updated version of his baby-care classic, modified his previously stern views on working mothers, ushered fathers onto the centre of the family stage, and given a welcome nod of encouragement to the active birth movement.

So why is Dr Jolly so jolly irritating? Maybe it is the whiff of doctorly patronage that seeps into his text from time to time. Or the knowledge that the author's own children were brought up by nannies and boarding schools. Or is it, quite simply, that all childcare handbooks are irritating because they aspire to the ideal, and few families manage even to scale the lower slopes of that lofty Utopia?

A toddler expects to have the undivided attention of his mother. You may resent being unable to read a book or write a letter until he is in bed... But if he demands your attention you should give it. "So there, maybe. But not the sort of thing that would ever be written by a distracted

mother whose afternoon prayer is for the hands of the clock to speed up to bedtime.

To be fair, Dr Jolly is first-class on lumps and bumps and spots and rashes. He is superb on accidents and illnesses, and authoritative on children in hospital. Many distraught families must have welcomed his thoughtful words on cot deaths, or mental and physical handicaps. And in the majority of households it is only crises that cause manuals like these to be lifted from the shelf. After the first perplexing months of family life, most parents reluctantly acknowledge that no book in the world holds the answer to a baby who wakes 10 times a night, or a toddler who stages his finest tantrums in the middle of Marks and Spencer.

Hilary Wilce

Among this week's contributors:

Bryan Appleyard is currently writing a biography of the architect Richard Rogers. Philippa Ingram is Deputy Editor of *The Times Higher Education Supplement*. Nicholas de Jongh is arts reporter and theatre critic for the *Guardian*.

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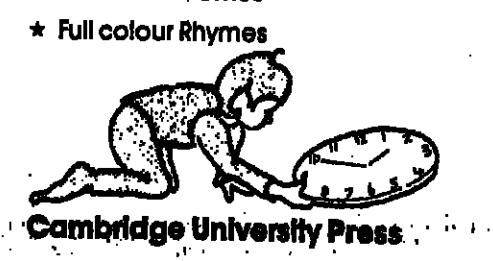
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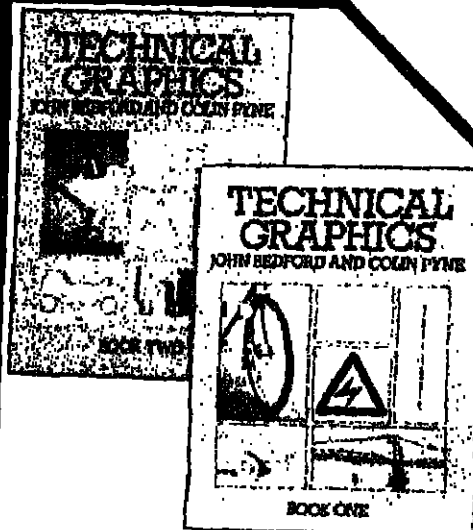
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Be prepared

Manufacturing Technology Level 3, By N Burrows. Holt Saunders £5.95. 0 03 910423 0.
Control of Manufacture Level 3, By D Evans and R Ford. Holt Saunders £6.95. 0 03 910424 9.
Manufacturing Technology 4, By W Bolton. Butterworth £7.95. 0 408 00974 8.
Engineering Instrumentation and Control, By D C Ramsay. Stanley Thomas £5.75. 0 85950 225 2.

The first two of these works, intended for students who are making good progress up the Business and Technician Council's examination ladder, are in some measure complementary. Each is concerned with making things.

In the first the emphasis is largely, though not exclusively, on processes, and in the second people and planning predominate.

Both are attractively written and should appeal to students. At this level the work is becoming relatively sophisticated, and it may be suspected that only the upper echelons of technical college classes will find the concepts and objectives comfortably within their grasp. However, those who do obtain an honest pass in the examinations (and these books undoubtedly provide all the material necessary) will have also been adequately prepared for more advanced technological studies.

Mr Burrows is head of the faculty of engineering at North Manchester College. As with his earlier book for level 2, he seeks to provide a basis for learning and a source of reference. He is interested in "student-centred learning" and "open tech schemes" and believes that such patterns may overcome college problems of mixed ability classes and the varying paces of individual's study.

His text is therefore self-contained, with 10 chapters dealing with specific sections of the BTEC unit U807/37. Each includes a consolidation section summarising the main points covered

in the chapter. Five sets of questions and a number of assignments are also attached to each chapter. These range from simple, straightforward items to more searching problems.

The exercises are grouped under the headings of self-assessment questions, data-response questions, graded worked examples (all provided with answers), graded unworked examples and BTEC assessment questions (the last two without answers). The assignments, fully practical, are in harmony with the text. It is suggested that preparing reports on these will give the student practice in written communication - just one instance of the evident experience of the author who recognises potential points of weakness in his students' abilities.

Introductory pages on safety are commendable. The recognition of hazards (for example, in welding or casting, or in the use of machine tools) and the precautions to be taken are properly portrayed.

Oddly, safety is not a word to appear in the extensive index to the work on the control of manufacture. It is, of course, part of the responsibility of management. Here Mr Evans, senior lecturer in management studies, and Mr Ford, lecturer in engineering, both at West Oxfordshire Technical College, list six major functions for the management role. They are creating (including innovation and development), planning and forecasting, organizing, motivating, communicating and control.

More briefly, it could be said that the job of management is to manage. It will involve delegation, cooperation with staff at all levels, and firm decision-making. This text goes into great detail about all these. An overview of a firm's structure and an applicable systems theory is followed by considerations of such aspects as production planning and control, maintenance, ergonomics, work measurement and budgeting control. Associated features, such as value analysis, costing,

and quality control all have appropriate attention.

Two minor points may be made. First, relatively little attention is given to the difficulties involved in obtaining raw materials and in ensuring the deliveries of finished products are in accordance with promises made by sales staff. True, this is in keeping with the requirements of BTEC U83/188 but this book deserves attention by many engaged on other courses or, indeed, by many reading for interest and education. Second, an implicit assumption that the mathematics which creeps in from time to time (and especially in the statistical treatment of quality control) will be readily within the grasp of students could be misplaced.

But these are quibbles, and it is fair to conclude with a considered judgement that this is one of the best books on manufacturing control currently available.

Moving up to the next stage, the prolific Mr Bolton supplies all that is needed in tackling BTEC unit U83/187. The forming processes for metals are considered in greater depth along with the behaviour and treatment of polymers. Assembly operations constitute another major section. Costing and quality also have their due places, and there is an excellent, if brief, appendix on safety. Many questions at the end of each chapter are useful both for self-assessment and revision, and a bibliography offers pointers to more detailed reading.

Mr Ramsay's work on instrumentation and control appears in a new, considerably amended, edition to match the revised BTEC unit U83/122. Electrical and electronic aspects now have greater attention, at the expense of some sections on gear and lever systems and mechanical equipment generally. Practical work is emphasized, not least in a chapter providing full details of a project calling for a student to construct his own amplifier system.

F W Kellaway

Hot and cold supplies

Plumbing: Mechanical Services. Book 2, By G J Blower. Macdonald and Evans £5.95. 7121 1768 7.

G J Blower continues and concludes his series aimed at the City and Guilds' craft student. After a chapter on an assortment of special tools, the book deals with the use of oxy-acetylene, gas installations, hot and cold supplies and space heating, sanitary work, rainwater, drainage and sheet metal roof work.

By and large, the treatment of these topics is satisfactory for craft level. There are, however, severe drawbacks. The coverage is uneven - for example, little is said about using oxy-acetylene on steel. You are told to apply what has been said about welding lead, given some details on a couple of joints and informed that most of the subject lies beyond craft

level. But one should always teach beyond the minimum and the aim is to produce plumbers, not just successful examinees. At the very least, some information on the size of tip and pressures of the gas should have been included. Again, the chapter on sheet metal roofs would not enable someone to do the work in practice. The novice ought to be told that for copper roofs the use of batten rolls and standing seams are alternatives. Some remarks really should have been made on single and double-lock welds: what the dimensions are and where to use each.

The illustrations are frequently too tiny to be of much use. Thus the description of the nice technique for forming the ends of batten rolls in hard metal is marred by being inexplicit about the exact formation of the dog ears, and the drawing of a power hacksaw is hard to disentangle.

Barrington Jones

On your bike

Cycle Repair and Maintenance By A J Budrys (Edited by Ken Evans and Allan Scott). Adam and Charles Black. £6.95, £3.95

A well-presented work manual for the do-it-yourself beginner or "improver" this book sets out clearly the fault and how to put it right, using step-by-step instructions and diagrams. It is fully illustrated throughout with photographs of a very high quality. Some mechanical aptitude is desirable, but with the necessary time and patience, but anyone who can repair a

puncture should have no difficulty in following the instructions given in order to keep their cycle on the road in first class condition at all times. For those who do not wish to undertake their own repairs but would like to know a little more about the mechanics of their machine, this would be an excellent guide or book of reference.

K D Sprakes

Circuits

Introduction to Electronics. Usborne £2.25 0 86020 8095

Like the rest of this series, this book is lavishly illustrated and attractively laid out. Rather surprisingly, the presentation is reduced to black and white after

At your service

Basic Television and Video Systems. (fifth edition). By Bernard Greb. McGraw Hill £22.50. 07 02493 3 4.

Much has changed since the previous edition of this standard textbook for television service engineers appeared in 1975. The advent of a mass market for video recorders and home computers has changed the way television sets are used, while microelectronics has revolutionized the design and construction of chassis. The changes are fully reflected in the current edition. However, although it is described as the International Student Edition, it retains a determinedly North American bias, with scant mention of European colour television broadcast standards (PAL and SECAM), and only the briefest mention of teletext systems, which were pioneered in Europe.

Bill Hicks

The power game

Canadian TV; Watkins; Bertolucci National Film Theatre

Maurice Duplessis dominated Quebec's political life during the Thirties, Forties and Fifties. A right-wing populist who assiduously cultivated his backwoods accent and rose to power by exposing the corruption of the Liberal establishment, he had the qualities that make the shameless exercise of power at once fascinating and repellent. The Canadian television series *Duplessis*, the first episode of which is being shown at the National Film Theatre on June 27, makes an enthralling drama for those not ac-

D W Bodey

From Irving to Olivier. By Michael Sanderson. Athlone Press £14.50. 0 312 30768 3.

"Poor unfortunate child", wrote Mrs Pat Campbell's aunt to her promising young actress-niece in 1889. "You have yet to learn the shame, the humiliation of seeing yourself despised by decent people". Michael Sanderson takes this pitying sentence of commiseration as an index of the way in which respectable late Victorians still tended to regard the stage and the occupation of acting. And though he does not say so, there was some small justice in that aunt's concern. For the Victorian theatre still retained that old association, relatively fresh in Elizabeth I's time, between the theatre and prostitution. Ladies of pleasure still tended to linger discreetly in the narrow corridors of smart Victorian theatres and there was even rumoured to be a secret passage which linked the Lyceum Theatre to a nearby brothel.

His book, which bears the subtitle "a social history of the acting profession 1880-1983", illuminates a process by which the actor attained social respectability, even respect, and no longer bore the stigma of being a social outcast. And Dr Sanderson's governing concern is to show the way in which the "profession" more or less achieved professional status within a century. Squire Bancroft or Sir Frank Benson, with his troupe of cricket playing actors are worlds away from Sir Peter Hall's National Theatre players. And Sanderson's book not only makes the evolution clear, it shows how the theatre itself created a series of small social revolutions.

His research is based upon a host of unpublished, official papers which have mouldered in relative oblivion for decades ranging from the minute books of Equity, the actor's union to the ancient prospectuses of the Royal Academy of Dramatic Art. Most of all he is reliant upon that most unreliable form of testimony, the actors' autobiography or biography. His thesis depends upon the recognition of a change which he detects in the 1890s. A form of gentrification began to be noticed. The new generation of actors and actresses were not the children of performers as had hitherto been the practice, but refugees from the professional middle-classes. They arrived, he suggests, partly because they were required. The earlier phase of romantic costume drama and Shakespeare had encouraged rhetorical or declamatory styles of acting, but after the rise of the new realistic drama of the 1890s, best represented by Robertson's plays, a new kind of actor was needed: the actor or actress who could stroll nonchalantly from his or her own drawing room to the replica on the stage and who would be utterly at ease with "hunter pocket watches, parasols and silver teapots" - the staple props of the new drama. And he explains the entrance into the profession of recruits from business, the law and the armed forces as necessitated by depressed economic conditions, or else by overcrowding in these groups.

He also points to the way in which royalty became involved with theatricals and actors during the 1880s; the development of OUDS and the ADC



Gentlemen and players

Nicholas de Jongh on the rise and rise of acting

at Oxford and Cambridge, and the founding of Chairs of English at the old universities as conferring further marks of respectability upon the drama. This account is most persuasive as far as it goes. But the perspective is slightly limited. The theatre's slow ascent to respectability began when the theatre was principally involved with farce, melodrama and spectacle in the year 1848. It was then that the Queen appointed Charles Kean to the revived post of Master of the Revels. And the developments in the 1860s, with the Haymarket and the Prince of Wales sumptuously altered and restored were far more important developments than Sanderson suggests. Further, the distinction which Sanderson makes between the old rhetorical style of acting and the new intimate realistic manner is not as clearcut as he imagines. By 1880 Henry James was already complaining that "the art of acting as little as possible" had taken precedence over the "art of acting as much as possible". And it is probable that many of those who graduated to acting from business, the law or the armed services were first initiated into the performing arts at Oxford and Cambridge.

Yet even if Sanderson compresses the years of change into too small a period and overestimates the differences between acting styles, the book quickly acquires a fluency and fascination which is never lost. If only it was not stylistically arrayed in the dull, tones of the practising academic, and notes of irony and satire could be detected between the lines. And if only

the book's steadfastly chronological procedure had been relaxed. For example, Sanderson's remarkable account of the first tentative steps to the formation of an actors' trade union proceeds up until the First World War, and is not resumed for another six chapters until the founding of Equity is considered. If the book had been thematically organized, rather than chronologically, its impact would be all the greater.

But Sanderson has certainly fashioned a vivid account of the old order of actors: gentlemen and ladies of the Edwardian and Georgian eras who walked in and out of high society, devoting afternoons to golf after lunch at some modern club. Sir Frank Benson's gentlemen learnt elocution, dancing, fencing and callisthenics. And all the best actors were encouraged to be the sort of fellow at ease with a cricket bat. The Royal Academy of Dramatic Art, even in the 1920s, was regarded as a form of finishing school for young ladies, even though John Gielgud and Flora Robson were among its students. Yet the actresses who walked in and out of high society, the performers who took place and concert parties to the fields of war between 1914 and 1918 and those who laboured through the long hours of English provincial playing houses were also representative figures.

For every actor who wooed the newly constituted matinee audience of ladies, who came up from the suburbs after 1890 on the newly electrified railways for lunch and a play, there were others who sank swiftly into

penury. Before the social reforms of 1908-11 there were endless doleful examples of actors who ended up in the workhouse. The creation of Equity inspired formal attempts to deal with the worst of insecurities intrinsic to the profession. What could the average actor of 1914, whose weekly pay amounted to about 24 shillings expect?

"Ours" said Godfrey Tearle, the first and conservative president of Equity, "is a luxury business that caters for the leisured classes". He was speaking in 1930. And in so saying he might have been summoning the spectre of the Edwardian President of the Actors' Association, Sir Squire Bancroft, with his emblems of wealth, the silk hat and monocle.

Although Tearle was to espouse the principle of the closed shop, as did Marie Tempest, both men were representative of apolitical, peacock, capricious and flamboyant generations of actors. They were replaced and seem thorough period pieces now. The importance of Sanderson's book is that it enables us to see the large theatrical contexts in which they were immersed, and the way in which the theatre slowly recovered its function as a place where ideas and important issues could be debated and discussed. The continuities and disjunctions which have created the theatre of the 1980s owe much to the forms of Victorian and Edwardian theatre. Others will build on the foundations Sanderson has laid. But his fresh research constitutes a vivid reclamation and assessment of old theatrical times.

Robin Buss

Radio Message without music

Since last autumn, every Sunday at 5pm a networked Independent Radio chart show has been challenging Radio 1's *Top Forty* for an audience. On the latest figures, the score seems to be three and a half million to three million in favour of the BBC. With such a battle joined, it was extremely brave of Radio 1 recently to schedule just before the *Top Forty* something of a rarity on that network: a one hour, all-speech documentary.

Musling explored the plight of young people who cut away from home, often to London in the hope of finding escape, excitement or even a job. No national register of these young people exists, even though last year 3,000 were reported as having disappeared in London alone. 1,000 were 14 or less.

The presenter, Janice Long, had recorded some powerful interviews. A young gay (thrown out of the army) told how he would not be welcome at home and how much a boy can earn "on the game" in an evening in London. A father described the gamut of emotions, ranging from anger to guilt and fear, that he went through the weekend his daughter ran away. A member of the Mother's Union talked about the "Message Home" service. Young people can ring 01-799 7662 to record a message. Does the MU guarantee to get the message to its destination? "No. Some parents don't want to hear."

A group of southern ILR stations also use the hour before their chart show to broadcast something different. The Hawk is a pop magazine, presented by Howard Pearce and produced by Lewis Borg-Cardona for Southern Sound (and also broadcast on County Sound, 2CR, and Radius Mercury, Victoria and 210). Each programme includes interviews with figures from the pop world. "But we're not trying to promote personalities. We try to keep away from the 'What are your plans for the future?' and other stock questions," says the producer.

Some interviewees sound surprised to be asked intelligent questions but significantly the show is listened to by the music business and well deserved its nomination in the recent Sony Radio Awards.

David Self

Next week

A report on the New York School of Performing Arts; Ireland's economic Troubles; mining literature through 10 decades

BETTER SCHOOLS

This White Paper published on March 26 which includes proposals for legislation - on school governing bodies and in-service training and some final decisions in other areas such as AS levels - was summarized in The Times Educational Supplement on March 29. Reprints of this summary are available price 25p each (cheques/postal orders made payable to The Times Supplements) from:

Lesley Griffiths, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

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ARTS

Hares at harvest

The Overgrown Path. By Robert Holman
Royal Court Theatre,
Strippers. By Peter Terson
Phoenix Theatre.
Dance Of Death. By August Strindberg
Riverside Studios.
The London Cuckolds. By Edward Ravenscroft
Lyric Theatre, Hammersmith

The Overgrown Path opens with a school play: Nagasaki children enacting their teacher's survival as a little girl (Esuko) during an atomic explosion in 1945. The charming gravity of this prologue establishes Holman's serious purpose: its naïveté characterizes his failure to express it. From then on it is 1984, summer, the Greek island of Tinos where gay Nicholas, a would-be academic who runs a sweet-shop in Yorkshire, comes to meet ex-Professor Howarth in search of material for his thesis which appears to be about atomic science.

At first Howarth is enigmatic, evasive, talking of myths, legends, stories which "have in them the meaning of our lives". But after discovering his wife's leukemia (she worked as a doctor in Nagasaki), after returning to Japan and meeting Esuko, and after daughter Sarah's death by lightning he agrees to help Nicholas because "knowledge can never be destroyed... the world has to find a way of coping with it... Stories change our lives if only we listen to them".

Sue Plummer's spare designs beautifully evoke the sun-drenched Aegean and Les Waters' unobtrusive direction draws good performances from good actors. What they cannot do is to add substance to a play which lacks intellectual bite, too neatly ties up too many loose-ends and scatters ideas like hares at harvest.

In *Strippers*, Peter Terson runs with hares and hunts with hounds. Difficult not to show striptease in a slice-of-life play about a Tyneside housewife forced into stripping, but deliberately exploiting it to revive flagging interest after stodgily-written scenes of remorse suggests a conflict of interests. Terson wants to expose the evils of a society which denies men work while offering their wives £200 a week for exposing themselves in drinking ("wanking") clubs. He also sets out to examine the stripper's voyeur relationship, revealing her contempt for him but avoiding the degrading effects on both.

As a reporter he scores well, especially when writing about men—George mep's and vulgar stand-up comedians habitually putting down women. But his excursion into romance is pathetic and his way of demonstrating solidarity with women is questionable. Simplistic, crudely funny, and frankly titillating, *Strippers* will probably pack the Phoenix for the wrong reasons. Bill Maynard is monstrously comic as the strippers' agent-couplet and Judi Lamb touching as housewife-mother Wendy. Her debut performance closes

the play: a powerful image of vulnerable humanity humiliated.

Husband and wife humiliations are Strindberg's stock-in-trade and in *Dance Of Death* (Paris One and Two) details them beyond endurance. Alan Bates (Edgar) and Frances De La Tour (Alice) express the hateful enmity of married life to perfection, and they both keep up the pressure as the play loses momentum by its repetitiousness and implausibility. Jeremiah 31:39 describes Part Two which goes over the same ground as Part One, showing the misery of the children concerned, ending in an incredible volte-face by Alice: "My husband, in spite of everything, was a good man."

"The chief end of a wife is to be a pet or a looking glass to her husband" says one black-suited Alerman to another at the start of *The London Cuckolds*. Both are dupes marked down for cuckoldry by three young blades, one of whom, Rumble, is hilariously unsuccessful at every attempt on each of his would-be mistresses. In John Byrne's old play is packed full of comic invention, farcical situations and funny lines. Stuart Burge directs in cracking pace and there are good run-of-the-mill performances by capable actors. The production is shoddily designed and shabbily dressed: the National or the RSC should snap it up and re-establish it in the nation's repertoire.

John James

Keeping it clean

The Fence.
Ordinary Level Theatre Company,
John Roan School, Blackheath.

We're told by the singer/narrator in this updated Lysistrata, set at Greenham Common, that the story has been changed to "keep it clean". Lysistrata and the women can not be seen to be denying their men sex in order to stop them going to war (or in this case, preparing nuclear arms) so as to avoid giving offence to its audience. As an important member of its audience was the O level drama examiner, perhaps they were wise. On the other hand for all they knew, the examiner could have been somebody who was all in favour of both sexual explicitness and Michael Heseltine—it's the luck of the draw with these things.

The main problem with this piece, inspired rather than adapted from the Aristophanes, is that sometimes it does not seem quite so serious, sometimes it is too seriously. It needs a firm hand with a pair of scissors in it to trim over teacher Kevin Hood's challenging if unwieldy script to sort out what's extraneous and what's good. The story is of a group of Greenham women, all with mixed backgrounds and experi-

ences. They break into the base's computer bank (luckily one of the women is a top military electronics specialist who has defected to the peace cause) and set the US computer bank talking to the Russian computer bank, and between them, they decide not to have a nuclear war, because they fall in love with each other. At least, I think that's what the story is. It's befuddled slightly by the appearance of a set of dancing KGB men, Mrs Thatcher, a cabinet minister in a wheelchair, and a megalomaniac US general whose character and portrayal owes much to excessive watching of Kenny Everett on television.

The performances were all able, but I felt that with less script bearing down on the cast's shoulders, it could have been a lot freer. Two performances stand out—Louise Rogers down to earth elderly Greenham protester and Nick Khan's weary Special Branch man. Aristophanes devotes a whole scene in which Myrrhine tempts her husband. Sent to tantalize him beyond endurance in order to coax out some military secrets, she ends up nuzzling him about his pimples.

Nick Baker

Ragtime romp

Mummy
London Bubble Theatre Company

When a normally excellent company phones to say they're back on the road and please come and see their new show which is called *Mummy*, one's heart misses a beat. Surely they haven't? Not Bubble? One goes along out of loyalty, but full of trepidation.

Even before the show starts, however, it is clear that they haven't. *Mummy* is about the other sort of mummy; thinkfully Bubble have not gone all funny and converted the tent in which they tour the parks and open spaces of Greater London into a temple of revelry and high seriousness. One should have known better, of course. Ever since 1972 they have been producing slick, lively, popular shows (bursting with what they are this year calling "intents excitement") and this outrageous ragtime romp around Egypt is no exception.

It boasts the usual unlikely characters: the doddery professor, the flapper who goes by the name of Bunty, the clean-cut, tweed-jacketed police

inspector, the sinister, moustachioed Italian, a whole heavy of *femmes fatales* and a handful of greasy foreigners. It's camp, predictable, dated and hugely enjoyable from beginning to end.

Strongly recommended to anyone seeking a warm summer night's entertainment and able to get to Greenwich, Brent, Lewisham, Lambeth, Ealing, Enfield, Hounslow or Sutton, the boroughs in which the Bubble company will be appearing before their summer tour ends on September 7. In repertoire with *Mummy* throughout the season are two further shows. *Thamesmead Tunes* is a London suburban version of *Chloe Luchman's* West End success *Trifford Tunes*, originally set in Manchester. *Out of the Video Box* promises "a close encounter with a machine mind" and is a contemporary adventure intended primarily for 5 to 11-year-olds.

Hugh David

Dates of performances and other information from the London Bubble Company: 01-485 3420.

Minefield

Coal and Waiting for the Hoverscraft
King Alfred's School, Hampstead

Morally uncommitted throughout the miners' strike, I was nevertheless made to feel uncomfortable by *Coal*, the first half of an original double bill presented by King Alfred's School, Hampstead. But it wasn't the issues getting to me at last. It was the temerity of a group of nicely-spoken, middle-class children in a well-heeled London suburb daring (or being dared by playwright and director Tony Grounds) to present 25 minutes of sentimental Lawrenceian rubbish about an extended working-class family having to exist on vegetable soup.

They didn't know what they were talking about, and so the clichés came thick and fast. There was a senile grandmother, praise for the miners' determination to stick things out, even an accident at the pit in which the young hero was killed. It didn't work, and neither the acting nor Mr Grounds' script was good enough to prevent the piece becoming by turns both patronizing and offensive. Hardly a show they'll be rushing to book in Sheffield.

Rather better was its companion piece, *Waiting for the Hoverscraft*. Though the title remained obscure, this had an elderly couple reminiscing in deckchairs while before them passed a kaleidoscopic parade of family life, with better balance and large, it stayed within the tin-and-iron world

of "contracts and dinner-parties" familiar if not to the cast certainly to their parents. The best scene was a terrifyingly well-observed lesson in which the teacher made every mistake in the book and paid every penny of the price. But although it and other, similar scenes had truth and purpose, taken together it was difficult to see quite what they were trying to say. "Inside my head it's like a tune, but the notes have got jumbled up," the old woman remarked several times. Was the play about the disorientation of elderly people—or was she merely the mouthpiece of the playwright?

H D



A large-scale new competition for drama groups in schools and youth clubs has just been announced: entrants will be asked to create a 20-minute play on the theme of "Heroes". Sponsored by Anchor Foods, and operated by the National Association of Youth Theatres, the awards have received a £25,000 grant under the Government's business sponsorship incentive scheme. More information from Graemar Communications, 4-12 Lower Regent St, London SW1Y 4PE. 01-930 6111.

A form of LIFE

Richard Pring on the value of Life Skills in the curriculum

"Social and Life Skills" are an important growth area in schools and colleges. In one form or another they are given a central place in youth training schemes (although the term now preferred by MSC is "personal effectiveness"); and several recent social and life skills publications are aimed at the increasingly significant pre-vocational area, represented (post-16) by the new Certificate of Pre-vocational Education and (from 14 to 16) by the Technical and Vocational Education Initiative and the City and Guilds of London Institute's 365 courses.

These courses give priority in the curriculum to various forms of personal development and this is reflected in the importance attached to profiling, to guidance and counselling and to preparing young people for the adult world (whether in full-time, intermittent, or un-employment) for which certain personal qualities and attitudes are desirable. The publications intended to serve this market often go into considerable detail over the skills required for successful living or for coping with misfortune or for establishing fruitful personal relationships.

There are ways of behaving that need to be learnt, that do make life easier, and that a teacher can, through the use of various strategies, train young people in?

Lishing fruitful personal relationships. And the curriculum material (exercises to perform, questionnaires to be answered as a basis for self-knowledge, or enquiries to be made) provide welcome and ready-made lessons for social and life skills tutors.

The reasons for this growth of interest and publishing success are not hard to find. First, despite the much earlier age at which young people mature physically and emotionally, the day on which they can leave education or training schemes and, through earning their keep, become fully-fledged adults, is being postponed. This clearly creates personal tension which the curriculum is then required to alleviate. Second, the world in which young people live has fewer moral certainties than there were a generation ago, and they need help in establishing a defensible set of values to live by.

Third, the future is less predictable in what it has in store for young people and they need "coping skills" to deal with these uncertainties and changes. Finally, it is the experience of many schools and colleges that the qualities that employers require of young people have less to do with academic success than with personal skills and qualities.

These reasons, however, do not explain the emphasis upon skills—a term which has been popularized with in education by the pre-vocational and youth training initiatives. What is the significance of that?

learn through guidance, instruction, and practice how to do specific actions in specific contexts.

This central use of "skill" has been extended to cover social abilities too—the skill of working in groups, or of mixing at social gatherings. And we talk, also, of communication skills and of skills in argument, but in extending the use of a word, it often retains much of its previous meaning. Social, communication, or reasoning skills are behaviours that can be identified and

isolated by the teacher, who is then able to train the young person to behave in that way.

On this view, one becomes a skillful communicator if one has learnt the fairly specific rules of the game and has become adept in applying these rules to different situations.

Eventually, of course, one becomes, through practice, so skillful that one does not need to think too much about how to communicate. One simply does it—unconsciously, flexibly, and with success. What was once practised assiduously has now become internalized, and part of one's almost instinctive way of handling situations.

It is easy to see the attraction therefore of "Social and Life Skills". It is as though the problems that young people are going to face as adults, as parents, as employees, can be identified and analysed into fairly specific component parts. It is as though one can then identify those activities which, if engaged in properly, will ensure the solution of these problems. A young person can, on this view, learn how to behave in an appropriate manner in particular situations, such as meeting people at a party for the first time or answering questions at an interview. Indeed, part of this life skills course usually includes the interview technique. By use of various models, with the help of video, the trainee is taught how to walk in, how to shake hands, how to sit, how to answer

questions. And, in one college I know, the failure of employers to match the skills of the highly trained interviewees led to courses of skills training for potential interviewers!

All this is fine. I have used life skills training material with teachers, with teacher trainees, with young people. There are ways of behaving that need to be learnt, that do make life easier, and that a teacher can, through the use of various strategies, train young people in. There are techniques for effective group work, just as there are techniques for successful performance in examinations.

There are, however, dangers. Success requires more than technique; the moral life is more than skillful behaviour; and maturity as a person requires a slow process of development that transcends any training programme. Long before "life skills" were on the market, schools were deeply involved with the personal and social development of young people—helping them to develop those inner resources and qualities essential to mean the capacity to see themselves and others as responsible and thinking agents, worthy of respect and having a dignity that affects their relationships with one another. Development as a person requires the introduction to a moral form of life in which they accept, though critically, a set of values through which relationships are estab-

"The moral life is more than skillful behaviour; and maturity as a person requires a slow process of development that transcends any training programme"

lished and refined. There is a place for life skills in all this, but only marginally, for we are talking here about a form of life.

Introduction to this form of life is the central task of the humanities—of literature, of history, of religious education. Moreover, it needs to be expressed in the methods of teaching and in the relationships between teacher and student.

And therein lies the danger. Training in life skills, though it has a part to play in personal development, can so easily be a substitute for the harder educational task of getting young people to appreciate and internalize the humane values that schools at their best stand for. And it can further be a distraction from the questions that institutions should be asking about the impact of the curriculum as a whole and of its hidden values upon the personal growth of each individual.

WHO'S HANDLING DRUGS IN YOUR SCHOOL?

There has undoubtedly been a proliferation of drug misuse especially among young people in recent years. This has been matched by a growing public concern about drugs and a demand that something should be done about it. A survey commissioned by the Scottish Health Education Group confirmed this very high level concern among both parents and young people. In fact, about 70% thought drugs were second only to unemployment as the most serious problem facing Scots to-day.

The Scottish Health Education Group is tackling the problem through a public education campaign. It will touch everyone in Scotland and will interest teachers in schools and colleges.

Television commercials taking a "life skills" approach will stress self achievement and positive options to drug taking.

"Family Matters" is a magazine insert which will be issued free through popular magazines and TV and Radio Times from mid-April. It will encourage within the home, discussion about drugs—but it is also suitable for use in health and social education programmes in the classroom.

"Drugs and Young People in Scotland" is a booklet for concerned professional and voluntary workers. It provides the factual background to drugs and suggests strategies for drug education to teachers and community educators.

"Drug Abuse—a register of helping agencies" gives details of the different statutory and voluntary groups in Scotland who can give information, counselling and treatment.

For further information, advice and copies of these publications contact your local Health Board Health Education Department.

Issued by The Scottish Health Education Group, Woodburn House, 100 George Street, Edinburgh EH10 4SG.



Byron's friend Scrope Davies used to bet on anything: horses, hazard, prizefights, one-legged races. Television's approach to sport is equally indiscriminating, all venues, from Epsom racecourse to the Crucible Theatre, Sheffield, offering just another set of camera angles. Its commentators try to pretend otherwise, of course. "There's a tremendous atmosphere here," Desmond Lynam announced at the start of the McGuigan-Pedroza fight (BBC1, June 8), with Alan Minter ("electric") and Harry Carpenter ("my word, this atmosphere is hot") in support. Here at home, the atmosphere remained unchanged.



Scoring points

repellent that, like JR in *Dallas*, he stole the show. I am no cricket fan, so I can't tell how accurate it was and I was unable to understand why Larwood's first bowling was almost invariably shown in slow-motion; but the real contest (Australian fair play vs British determination to regain the Ashes, if necessary over the dead bodies of the entire Australian team) was easy to grasp. It says something about the nature of television that this mini soap-opera, despite its dubious historical accuracy, a banal script and cardboard characterization, proved compulsive. Perhaps all you need is a few strong personalities and a storyline that can be followed while doing the washing-up.

They tried to give some authenticity to *Bodyline* by injecting old newsreel film of the Thirties, the implication being that Larwood's murderous bowling was powered by the threat of the dole queue, Jardine's cynical generalship by the recollection of the Somme. Back in 1985, First Tuesday (ITV, June 4) reported from Conisbrough in South Yorkshire on the UFs, a football team of the unemployed. Though not work, it was obviously better than lounging in front of the television. Unfortunately, the under-

lying message was all too familiar. "What a poignant document!" Jonathan Dimbleby concluded, as if it had just revealed to him the difference between free time and time on your hands.

A new series on Channel 4, *The Art of Persuasion*, offers an insight into advertising methods and the first part looked at the making of a Cinzano commercial to replace those of Leonard Rossiter. Rossiter cameos were so popular with viewers that he was asked to return to do more good to the manufacturer to be doing more good to the Rossiter Collins image than that of the liquid they were supposed to promote. The admen's chief problem turned out to be the Cinzano representative who had while admitting that "the best commercial way" was not necessarily "the best artistic way". This first programme certainly showed how much but was otherwise slightly insubstantial. As a whole, however, the series should give useful material to anyone interested in exploring images and the way they are made.

Robin Buss

Heritage

The excellent and indispensable Critical Heritage series has just launched 10 new titles into paperback (Routledge) and 10 new titles into hardback (Methuen). The new titles are: *Michael Egan's Ibsen*, David Farley-Hill's *Michael Egan's Ibsen*, David Farley-Hill's *Michael Egan's Ibsen*, David Farley-Hill's *Michael Egan's Ibsen*.

perhaps the most obviously interesting, given their subjects' notoriously fluctuating critical fortunes; the other subjects—Gissing, Crabbe, John Donne, Meredith, Trollope, Wilkie Collins and Aldous Huxley—are each an occasion for an essay in the history of literary taste.

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End-of-term report

Life Skills teaching has made a good start, says Mike Scally, but there is still room for improvement

When this year's school leavers started their school careers "Life Skills" was not yet part of the educational vocabulary. Indeed, in 1977 when we began to work with the idea at the Counselling and Career Development Unit of Leeds University, we believed we had coined the term. The concept was not part of the educational scene at that point, but now it has begun to appear in university education department examination papers, has spawned major publishing ventures and forms part of numerous secondary school and college curricula.

Several claims have been made about the origin of the term "Life Skills". Adkins in the USA and the Saskatchewan Project in Canada pioneered social skills work with disadvantaged groups in their own countries in the Sixties, but they had made no impact on education in the United Kingdom.

Without knowing of their work we at the CDDU were keen to develop an educational philosophy, teaching methods and materials which made personal development, self-reliance, and the promotion of self-management a core element in the curriculum. We wished to promote more personal competence and effectiveness through personal skill development, and to establish that education meant much more than schooling and what was on offer in exam-dominated times.

It was, we felt, necessary to equip young people (and adults) for lives in a post-industrial society. It was apparent by the late Seventies that we were entering a time of major social, economic and technological transition. The arrival of what Toffler calls "The Third Wave" would bring to young people dramatic differences in challenges from those faced by their parents in the Sixties and Seventies. The prospect of unemployment was perhaps the most apparent.

It could be that future historians will see youth unemployment as the major



I failed Life Skills

cause of curriculum innovation in the Eighties. New challenges require new responses and many teachers have found Life Skills a means of bringing more relevance to the curriculum. The future will require young people and adults to be adaptable, flexible, and resilient, to have initiative, confidence and the ability to cope and be creative when certainty and predictability are not part of the process. That will require more than examination passes.

Though "Life Skills" is less than a decade old, it is time for an end-of-term report. As a general comment we could say "A sound start with room for improvement!"

There is more need to see Life Skills work as developmental rather than remedial. In too many schools and colleges Life Skills sessions are available only to the non-exam classes or the so-called lower-ability groups. This fails to recognize that we are all, always, capable of further skill development. "Knowing about" is not enough; "being able to" is just as important. That is true across the academic ability range.

We need to recognize the skill development opportunities through-out the curriculum. Not only should we be able to see in a school prospectus what knowledge our young people might gain from each subject, but what they will be able "to do" as a result of taking them. Life Skills can be, and are, taught in personal and social education classes, in careers work, in religious education, in social studies, in physical education, in English, Drama, Maths, in Home Economics, in Science and now in CPVE and TVE. Teachers who want to adopt a skills approach are doing so in many curriculum areas.

Greater in-service opportunities need to be available to teachers wishing to make more use of this approach. The philosophy and the method of Life Skills work challenge the didactic method prevalent in most classrooms, yet as many teachers say, they are so central to teaching that they ought to be part of all basic teacher training. Time spent increasing a teacher's skill levels is an investment in student development.

Life Skills teaching needs to draw from and feed back into real life. Skills such as decision-making, inventiveness or problem-solving must be applied and not just seen as an end in themselves. The approach will only be relevant if it makes a difference in real situations. There must, therefore, be a practical dimension to any programme.

It is necessary to distinguish between Life Skills and Social Skills. Criticism is made of some approaches that they merely teach the skills a young person needs to "fit into" the world. Telephone skills, letter writing skills, interview skills, self-presentation, for example, can suggest an individual's task is merely to acquire the skills necessary to slot into a niche in our present society. Social Skills Life Skills should do more.

Our understanding of the term encompasses any skills which would help life or make it more like he would want it to be. Our society needs more than conformity. Friction asked of people being "subjects" rather than "objects" of history, "creators" of a future than "reactors" to it. Surely, Life Skills

teaching shares that philosophy. There is much that is wrong with the world and we need to generate involvement not acquiescence.

Life Skills, and personal and social education generally, have required new approaches to assessment and recording progress. Profiles, student log books, and Personal Leaving Certificates are sitting alongside the traditional school reports as records of achievement. The principles and methods involved, of course, need to be consistent with the philosophy of the Life Skills approach. This suggests that the focus should be what the student "can do" and "has done", and not what she has failed at. The assessment and recording are part of the teaching-learning process, not a defensive procedure with all the dangers that might involve. And the student is involved in the process of reviewing her learning and progress.

Assessment, therefore, is not simply about sitting in judgement on somebody else, but rather the outcome of a dialogue which considers learning objectives, benchmarks of progress, expectations and perceptions from both student and teacher. There is a risk that the over of "Life Skills" examinations could result in some young person some day having to say "I failed Life Skills".

Another problem is that most of the trial papers I have seen test knowledge rather than skills, and once some examinations are available, some teachers will teach only what the exam can test. The examinations too should not be allowed to wag the curriculum dog.

In Life Skills teaching we must not become protectionist in our attitudes. The future requires adaptability and flexibility of students and teachers. There is not just one version of Life Skills and not just one approach to promoting them. The skills young people might need to become more competent and effective and to create more options for themselves will vary in different parts of a town, country, or the world. Any skills that help people shape their lives or their situation and make them more to their liking are Life Skills.

Teachers must not, therefore, be locked in to one model or one set of materials, but be eclectic in absorbing any ideas or approaches which serve



Creator of history

their students' needs. Our own materials were written for use with 14 to 19-year-olds in schools in the UK, but teachers have reshaped the ideas and the programmes to use them in adult education, in the community, in prison education services, with university students, with young unemployed people in Soweto, and with students in Australia, New Zealand and Denmark.

The Life Skills approach is uniting many teachers and students in this country and across the world who have a particular view of education and of human development. When times are hard, it is very difficult to be open to new ideas and new methods. We are tempted to cling to what we know and what has worked before, but we have to move towards a curriculum for the Eighties and Nineties. Life Skills teaching has made a good start in contributing to this, and there is plenty of room for improvement.

Mike Scally is a director of Lifeskills Associates and co-author of Lifeskills Teaching and Learning Programmes.

Help while you're working



Packed up

... and ready to go. Richard Evans surveys Life Skills materials

am I? What changes do I want? and How do I make them happen? — the final question is reached. What if it doesn't work out? In other words, how does one feel about disappointment over past opportunities missed? This book has to be worked through systematically and as such the authors offer the user a contract, based on the premise that it is possible for people to make a contract with themselves in order to reach certain personal targets.

The next books cover skills and materials that will be familiar to anyone working in any part of the life skills field. Many publishers, large and small, have produced communication skills exercises to help students develop their oral and written skills. Sometimes this is done by looking at topical subject areas which would provide the basis for interesting assignments and tasks; one such is Communication in Society by Griffen and Salt, Cambridge University Press £3.25.

Print-phase 1 by John L. Foster (Macmillan Education £2.95, 0 333 37822 9) is the first of a two-book series for older students in schools and colleges. Its purpose is to develop essential reading and writing skills from the basis of lively articles and extracts. The author has taken care to provide stimulus material which, although simple and direct, is not patronizing. The book has five sections: At home; On the road; In and out of work; Leisure time and Keeping in touch. Its content, style and approach make this topic book a valuable resource for the teacher or college lecturer.

Margaret Leafe and Thomas Mansell's Writing Letters (Penguin £2.95, 0 273 02058 7) sets out to explain not only the different types of letters that need to be written over a lifetime, but also the appropriate ways of getting the message across in each case. Everything is covered from personal letters home, letters of thanks, of congratulations, of condolence and to a friend. A helpful book for mixed ability pupils and students from 14 up.

Write Your Own: Personal Data Files, Storyboard and Newspaper are three 30-page booklets by L. R. Green and H. M. Sawyer (Macmillan Education £7.50 each 0 333 38385 0 / 38386 9 / 38387 7). In a sense these booklets are off-the-shelf lesson materials as the pages can be reprinted and the 90 tasks in total could produce a variety of work. With careful use these ideas could be a generator of positive skills and yet creative work for all pupils.

ment, electronic offices and automation in industry are just some of the many topics raised.

Whatever curriculum a student follows, he or she is bound to come across study skills. Strategies for Studying by M. Coles and C. White (Collins Educational 0 00 197284 7) is a well illustrated and organized handbook for students continuing their studies beyond 16. It is based on survey approaches to study and above all encourages the user to become an active, independent learner. There are other books as good as this one, such as Study Skills by Harrison and Swarbridge (Oliver and Boyd £2.50, 0 05 003566 5). However, Strategies for Studying is applicable to the entire range of studies from BTEC, GCSE,

CPVE, RSA to the YTS. On a specifically vocational theme, People and Communication by Desmond Evans (Pitman £5.50, 0 273 01972 4, second edition) offers a comprehensive guide to the understanding of communication in the context of the business world with particular reference to information technology, participation in meetings and non-verbal communication.

If life skills is concerned with learning for life, then topical and controversial issues are difficult to avoid. Much social studies material is appropriate for the discussion and analysis of such issues. Citizenship by J. G. Scott, (Edward Arnold £3.95, 0 7131 7351 3) is a thoroughly respectable but dull second edition of a book outlining the political

structures of Britain with new sections on the EEC, the Scam Report, monetarism and privatization. Youth in Society (David Whitaker, £1.75, 0582 221366), in the Longman Social Science Studies series, could provide a basis for work on the style of youth, values and attitudes, youth in the economy and young people in different societies. The Checkpoint series from Edward Arnold has yet more titles which can be effectively used in many different contexts from group work to individual assignments to information gathering. These have not shirked from tackling controversial issues in an informative, balanced and responsible way: Peace and War (0 7131 0832 0, £1.15); Conservation and Pollution (0 7131 0922 2, £1.20); The Law (0 7131 0922 3, £1.20); The Welfare State (0 7131 0920 3, £1.20).

Finally, two guides to help young people create their own jobs and to look after their money. Making Money: A Guide to Creating your own Job by Viora Leigh (Piccadilly Press £5.95, 0 946826 56 0) is, as the author explains, not a provider of get-rich-quick schemes but provides guidelines for those people wishing to or forced to become entrepreneurs. Franchising and co-operatives are two of the ideas offered in this enthusiastic and enjoyable book, along with sound advice. The Life Offices' Association and Associated Scottish Life Offices have produced a simple and useful new package of learning materials, free to those teaching young subjects on 16 to 19 general education courses, called Looking After Your Money.

Publishers large, medium and small have certainly plunged into the life skills market. What is clear from the books reviewed here is that the quality and approach of much of the material is so varied, careful choice of book is essential. For some the general approach is desirable, for others the specific is important. Unfortunately, many life skills books are dull and repetitive, so the user must plan for the precise use of such resources.

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Old wine in new bottles?

If Social and Life Skills is to lead to effective change, it must, argues Tony Kidd, be integrated into pre-vocational education

We have, in recent years, witnessed a steady and sustained growth of courses in pre-vocational education for the 14-18 age group. Their proliferation has resulted in a confusing range of programmes which, at the moment, lack overall coherence. It is, for instance, not yet clear how CPVE will relate to YTS, or how both will dovetail with TVEI. Before a coherent relationship can be ensured, we must establish commonality between the schemes in terms of their focus and characteristic components.

The Technical and Vocational Education Initiative (TVEI), the Certificate of Pre-vocational Education (CPVE), and the Youth Training Scheme (YTS) are significant developments in the education and training of young people, and all contain substantial amounts of work which are framed by the Social and Life Skills rubric.

The overall aim of the pre-vocational movement may be said to be "the development of the capacities required to make a success of adult and working life in general" (Further Education Curriculum Review and Development Unit, 1981). As such, it offers an alternative route to the traditional academic path in the context of rising unemployment, the collapse of the apprenticeship system, and rapid transformations in the economy. It seeks to provide training in general occupational skills, supported by an educational component which must be integrated into the "vocational" work and relevant to the young person's experience of the world outside.

There is considerable debate about the appropriate balance between the "training" and "education" components. Some schemes are work-based such as YTS, and others classroom-driven like CPVE. Few would deny, however, that both components have a significant role to play in the development of pre-vocational work. For the "education" component to be successful, it must integrate not only into the substance of the "training" element but also its methodology. Social and Life Skills is arguably the best label available to conceptualize both the substance and methodology of a major part of the education core.

The roots of the "social education" component of pre-vocational schemes lie in the old-style social studies courses, in personal and social development schemes, industrial awareness, multi-cultural education, environmental studies, careers education and moral education. Its catholic foundations, experienced normally in a didactic

teaching mode, make it ever more imperative that this element of the schemes be given conceptual coherence. Without it the crucial methodological changes which are necessary may not be altogether forthcoming.

Social and Life Skills meets both substantive and methodological requirements because, in the first instance, it contains "curricular objectives derived from the social demands of work and everyday life" (McGuire and Priestley), and achieves these aims in an appropriate methodological framework. It thus accepts some negotiation of the curriculum as a fundamental precept so as to reflect local and individual need; it adopts active learning procedures as its major mode of delivery; and it acknowledges methods of assessment, such as profiling, which are more rounded than traditional certification.

TVEI started in 14 local education authorities in September 1983, funded by the Manpower Services Commission. Ultimately it will provide a four-year course, from the age of 14, of full-time technical, vocational and general education. The criteria, which I.E.S. had to meet, included a requirement that programmes "prepare the pupil for particular aspects of employment and for adult life in a changing society". Thus the Sandwell proposals made provision in their common core curriculum for the development of such skills as "communication, reasoning, practical problem solving, study, personal development and coping", and through careers education and social education courses gave knowledge of industrial studies, consumer education, moral and political education, trade unions, etc.

Hereford/Worcester contained among its aims "to encourage the ability to develop satisfactory personal relationships with others and to function as an effective member of a team", and "to assist in the development of an informed perspective of the role and status of a young person in an adult society and the world of work". And Birmingham sought "literacy, numeracy and communication skills", "personal development and coping skills including social competences", "an awareness of the working environment", and so on.

The CPVE will commence in September 1985 and provide a one-year programme of pre-vocational education for those who have completed their statutory schooling. It consists of three components -

"Core", "Vocational" and "Additional". Its general education component is represented by its "core", which consists of skills and knowledge considered vital to all participating young people. These are seen as being integrated with the "vocational" work, and include personal and career development, industrial, social and environmental studies, communication, social skills, problem solving.

While YTS was designed as a work-based project, it nevertheless was clear in its aims that training should be broad-based in order to facilitate the transferability of skills, and that certain core areas should be addressed such as number, communication, problem solving, and practical skills. Moreover, the schemes are expected to encourage "interpersonal skills" and to give students an understanding of "industry, their role and responsibilities as a worker, their relationships with fellow workers, and the role of trade unions", and knowledge of the "community outside employment".

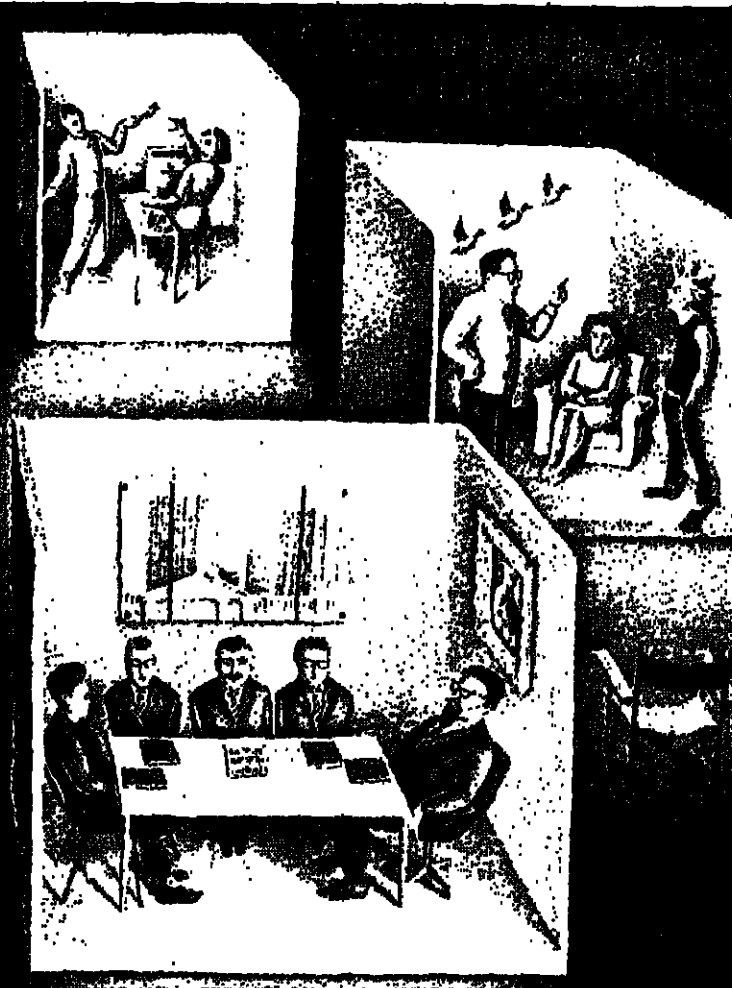
These examples indicate areas of the education element in the pre-vocational movement which are substantively and methodologically embraced by the concept "Social and Life Skills". If "glorious aims" are not to become "glorious results", as so often in the past, then such conceptual clarity will be essential.

It is important that this part of the young person's education and training, which seeks to establish their capacity for survival in the world out there is not constrained by an over-narrow instrumental occupational training, is not threatened by other interests. Unfortunately, evaluations of YTS schemes (by HMI and MSC) are indicating some sacrificing of these broader and longer-term skills.

"Social and Personal Education" has, therefore, an essential role to fulfil, but it must be seen as integrated into the "vocational" elements, both in substance and methodology. We've had the substance before in careers, social studies, and personal development courses, but the methodology has only been evident in the better educational practice in the past. To ensure that old style didacticism becomes predominantly active learning, will require considerable determination and effective staff development if we are not going to conclude in 10 years' time that it was all "old wine in new bottles" - yet again. Social and Life Skills will provide us with the defining framework within which to make these changes.

Scenario

Derek Paget on a new setting for applied drama



Good health

Health is defined by the World Health Organization as a state of mental, physical and social wellbeing. But it is, according to the Life Skills and Health Education Project, unlikely to be achieved by students who sense a lack of control over their destiny. The project, currently in a development phase in seven schools, is working to influence the content and methodology of the curriculum, and the whole school ethos, believing that the next generation of adults will not be "healthy" while they believe they are powerless to influence their environment and what happens to them.

The Life Skills project starts from the belief that individuals are able to have some control over their lives and consequently their health. Evidence suggests that much mental ill health is caused by poverty and deprivation; this cannot be ignored, but it is possible to teach skills which enable people to recognize and take charge of the areas of their life which they can change. For example, isolation and loneliness are known to cause depression. Teaching the skills involved in relationships can help individuals to make contact with other people in their community. Listening, questioning and showing understanding are the basis for counselling; young people can learn to develop these skills and so give more effective support to one another.

Major changes in one's life can cause physical as well as mental ill health. Students in school today are destined for many changes. Certain ways of tackling the change can help minimize the transitional stress; finding out information about the new situation, making friends quickly, maintaining something stable in life, keeping a "normal" routine. Instead of dividing students into those who can cope and those who can't, we can offer them an opportunity to share with one another their own experience of managing change. This helps to spread the skills as well as to increase understanding.

Some skills relate particularly to mental health, others are concerned with decision making. Health Education has been through a number of phases, from simple information giving, to a combination of giving information, clarifying values and practising decision making. The development of Life Skills can make it easier to make the right decision to eat more healthily, for example, or drink less alcohol. But if that decision is to stick, it may not only be the individual that has to be convinced - well-meaning friends and family sometimes make it difficult to say no for fear of offending. Skills of assertiveness and communication are useful here.

These skills can be applied to the health service. It can take considerable skill in communication, assertiveness, time management and relationships to achieve satisfaction from a visit to the doctor or clinic. While exploring these issues and examining the skills involved, the future providers of health care are also being educated and made more aware of the difficulties which prevent many people from making full use of services available to them.

Students or adults will, however, probably not use these skills unless they believe in themselves. This has implications for classroom methods and the school ethos. The processes involved in Life Skills teaching are designed to develop self-esteem, confidence and co-operative learning. Exercises are structured to make use of students' own experience, so that everyone has something to contribute.

Reviewing an experience can illuminate a skill. What helped? What made it worse? What did I do? What do other people think and feel? Personal skills can be broken down, explored and analysed and practised to give a wider range of options to a greater number of people. It is important to stress that these are options. This particular version of Life Skills is about increasing awareness, opening up choices, challenging assumptions.

The experiential nature of Life Skills teaching is crucial; it must be made relevant by using participatory, active methods based on real experience. The key is that the students all have something to contribute, they are involved in learning and finding out from themselves and others. They will not be set up in competition and judged inadequate. The emphasis is on recognition of strengths, open discussion and the development of a positive atmosphere in the classroom.

The project is based at the Counselling and Career Development Unit, University of Leeds.

Jon Anderson

Over the past few years it has become clear that a major development in drama has taken place as a result of its enforced involvement in aspects of the new education and training initiatives 14-18. The term "applied drama" might be useful here, both to mark the difference from the "pure" form of the subject, and also to signal its commitment to "real world" scenarios. Applied drama is especially evident in areas of new courses with umbrella titles like "social and life skills" or "core skills", but is to be found in addition in the form of "role plays" and "simulations" elsewhere in training components of pre-vocational curricula.

Given the long-standing tendency in submissions, discussion papers and consultants' documents to foreground an interactive teaching methodology, drama's involvement was, perhaps, inevitable, since drama is interaction or it is nothing. Drama skills are seemingly required all along the line, and this is obvious when one considers the language of the new initiatives. First and foremost, "negotiation" is likely to be necessary (as in "the negotiated curriculum"); "feedback" will be needed to monitor the success of this process in catering for young people's needs; assessment, in the form of "manifestation", requires "active tutorial work" and "counselling", in order that "formative" information may be made available.

All this requires skill on the part of the teacher in managing and manipulating interactive work in groups, ensuring that speaking and listening skills are practised in structured and relatively unpressured ways. "Task", or "activity" or "assignment", based on learning similarly may require some understanding of the practical difficulties which arise in organizing group work aimed towards "problem-solving" and "experiential learning".

One has worries about the present state of drama practice in social and life skills/core skills work. The text books

rolling off educational publishers' presses give the clue here; they are frequently to be found using drama activities - games, suggestions and/or scenarios for role plays, ideas for simulations. They contain, almost without exception, very dangerous assumptions about drama teaching, mostly predicated upon the kind of observation found in McGuire and Priestley's *Life After School*, 1981, an otherwise excellent guide to the parameters of social and life skills. Role play, they write, "can be a good laugh for everyone involved, and still be a valuable learning experience".

Good applied drama work, like all good drama work, should at least be capable of eschewing the comic mode. Text book ideas for applied drama wait like time-bombs to go off in unsuspecting teachers' hands as a result of the "variety turn" approach. What is desperately needed is a willingness on the part of drama practitioners to be drawn into applied drama to deepen the process, and for new thinking about finding resources to take place.

Drama specialists might take their models for facilities from commerce and industry, rather than from arts centres or rep theatres. For certain kinds of drama work, the old-style studio facility (with lighting equipment, sound decks, stackable seating) may not be relevant. This is not to say that it should disappear, merely that it does not help to amplify the context of role plays and simulations very much.

What may be more appropriate is a suite of rooms, perhaps as part of a larger drama installation. The rooms would be partly furnished according to the contexts of the work envisaged in the institution of which they form a part. For example, a school might derive benefits in terms of the deepening of role play from having a room furnished as a living room (just as in Home Economics "real" kitchens are available). Another room might have the appearance of a boardroom/council meeting chamber, where "official meeting" scenarios could be played

out. Anything involving negotiation between conflicting groups would benefit (as ACAS know only too well) from having at least two available rooms, at a distance from each other. In even a large drama space, role play can so easily be spoiled by the fact that groups can see and hear each other.

Colleges and other agencies involved with Youth Training Schemes are already equipping themselves with these kinds of "realistic" rooms (eg supermarket checkouts). Installations in schools would probably always need to have more general application than this, but with sufficient planning across the curriculum there is no reason why this kind of facility should be in any sense a luxury. It may be, too, that all teachers in the future will need to have some familiarity with role play, and that this should form part of their training. So, clearly, training institutions would also benefit from the provision of a suite of offices/rooms/small spaces which would allow students to practise these techniques.

The job of the drama specialist then would be that of a *facilitator* - helping, whether in schools, further education or higher education, with planning, setting up suitable environments, and, most importantly, entering the role-play/simulation in role. The drama teacher-as-teaching-aid would be akin to the member of the acting profession used to help police cadets (with certain aspects of their training (for example, role playing a police being brought bad news by the police)).

Some Drama teachers will see all this as an abrogation of the "whole-person" philosophy. They are not alone in feeling on the horns of a dilemma; no-one with genuine aspirations for the future of education wishes to participate in the papering over of cracks in an educational system manifestly riven with contradictions. However, if applied drama has depth, it is merely foregrounding certain aspects of the drama process over others, and what we do to enable it to achieve its potential is now crucial.

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RESOURCES

SCRAP merchants



At a time when prices for raw materials – particularly paper and wood – are going through the roof, schools, play-schemes, adventure playgrounds and mums and toddlers groups have to keep an eye out for a bargain. Of course, scrounging is one answer. After all, the teacher or playleader who approaches a local factory, cup in hand, for the odd left-over roll of fabric can often find himself at the door of a resources goldmine.

For some time, a movement has been growing that will do your scrounging for you, on a scale that no one school or playgroup could possibly manage. Projects, all with different names (Greater Manchester's is called the Play Resource Unit, Newcastle's is called the Children's Scrap Store, Plymouth's is the Kids' Scrap Store) have sprung up in every major town and city in the country. There are four in operation in London and over 30 in the regions, including one in Belfast.

Like all good ideas, the principle on which these schemes work is very simple. They approach their local manufacturers and traders and ask for surplus materials in bulk. The manufacturers, often only too pleased to stem the tide of individual requests and delighted to see their surplus put to worthy use, usually oblige. The materials are screened for safety and stored in warehouses, often resembling large industrial junkie sales. The customers ("members") is usually a more appropriate term, as the groups who benefit from the scheme usually pay an annual fee of some kind which entitles them to free access to the goods) then are able to arrive, browse and take away anything from a dozen buttons to a hundredweight of poster paint.

At the moment, there is little co-ordination of the groups on a national basis. Each group decides on who should qualify for membership and how much user groups should pay for it. Financial backing differs from scheme to scheme as well. Some have local authority support, others get help from the MSA and Urban Aid. Although each group works independently, there's plenty of co-operation

and exchange of advice and ideas. Most of them belong to FORC, the Federation of Resource Centres. At the FORC twice yearly conferences, groups arrive with vanloads of materials for a great swapping session.

One of the largest and longest running schemes is Hackney's Children's Scrap Project, which last year had 600 member groups on its books, of which 202 were schools and a further 215 were playgroups and groups for the under-fives. Membership of the Hackney Project is open to organizations involved in education, leisure

Michael Gordon investigates a resources goldmine

and play. User groups pay an annual subscription based on the number of pupils taught who are likely to benefit from the scheme.

Thus a secondary school whose drama, art and CDT departments are likely to be regular users will pay between £130 and £180 per annum. Similarly, a primary school with say 150 on roll might expect to pay between £50 and £65. It seems quite expensive until you visit the project (as teachers and playleaders are encouraged to do before joining) and see what's on offer – shelves full of toys and games, hoppers full of poster paints, counters, buttons and fabric remnants and racks full of timber and card were on display on the day of my visit. Teachers, aided by parents, playgroup mums and a YFS coordinator were all merrily plundering the shelves (courtesy of Whitebreads in Hackney) and filling their supermarket trolleys (courtesy of Tesco).

Although all of the London projects cater happily for schools, most of the regional ones don't. At least, they don't allow membership to mainstream education which is already funded through capitation. On the other hand, school clubs and societies who themselves are unfunded are

welcome as members. Teachers who run after-school art classes, craft sessions and so on can make full use of the projects. For the drama club's annual production, they can be invaluable in providing materials for sets and costumes – teachers might even find inspiration for their next school play or art and craft project simply by browsing through some of the stock.

"We'd like to serve whole schools because we've got a great deal to offer," says Simon Hooton of the Bristol Children's Scrap Store, whose media contributors include Crown Paints, Debenhams Stores and the massive Imperial Group. "We need a substantial financial contribution from the education department before we were able to, though, because we're not really in a position to support something that should be receiving adequate funding already. We prefer to stick to the voluntary groups." The other problem for the smaller projects at least, is that if "whole" schools joined, rather than small after-school clubs attached to them, they could quite easily strip the shelves.

There's little doubt that Simon Hooton is right in saying that the schemes have lots to offer to schools, not only in terms of subsidizing shrinking budgets, but also in terms of making industry, pupils and teachers more conservation conscious. They provide an enormously useful back-up. Among them there are schemes for bulk buy, equipment loan, static and mobile workshops as well as plenty of documentary material. It's to be hoped that as more schemes open and the existing ones begin to grow, more will be able to help mainstream education in this remarkable "waste not want not" exercise.

An information pack including a national map of scrap projects, a book-let, Waste Material – A Resource For Play which gives a basic guide on where to find, how to store and what to do with waste materials, and a children's worksheet, Make Waste Things Play Things is available by sending SAE to Children's Scrap Project, 137 Homerton High Street, Hackney, London E9.

notes

DOMESDAY COMPETITION

Prizes worth more than £45,000 are being offered in two competitions for schools announced by *The Sunday Times* as part of events to mark the 900th anniversary next year of the writing of the Domesday Book.

The first project – "Domesday 900, The Living Book" – is for pupils in secondary schools up to and including the O level year. The main prize is a two-litre 15-seater Ford Transit custom bus fitted out as a "mobile film unit" with video camera/recorder equipment plus large-screen projection equipment.

The second competition is for sixth forms. Under the title of "Domesday 1000, The Shape of Tomorrow", it requires entrants to construct a picture of their own community in the year 2086.

The first prize is a collection of technology hardware including a network of 10 Apricot computers with a printer and graph plotter, an Apricot computer with an interactive video system, a Matelostat station which will receive weather maps broadcast from a space satellite, and a microscope with associated video display unit for showing magnified images to large groups of students.

The winning school in each competition will also receive one of the limited edition replicas of the Domesday Book being produced by Alecto Historical Editions.

Short-listed entries will be on show at the Domesday exhibition being staged by Winchester City Council and Hampshire County Council in the Great Hall at Winchester from Easter to October of next year.

Full details of the competition will appear in *"The Sunday Times Magazine"* at the beginning of the autumn term in readiness for a closing date of March 1, 1986.

MEDIA

briefings radio & tv

SCENE SPECIAL

In the light of recent events at the Brussels football match, "Scene" will broadcast a special studio discussion for young people: "After Brussels", Thursday 10.34, Friday 14.00, BBC2.

For schools

RADIO HISTORY: A LEVEL

(Monday–Wednesday, 00.30 VHF4) A series of six talks on the Tudor period. "The Tudor World", a radiovision programme, precedes discussions on the Court, the Church, London, the countryside, overseas trade.

MINDSTRETCHERS

(Tuesday 12.02, Wednesday 10.40, solutions Friday, 10.40 BBC2) The Spy Who Came in from the Code sets 10 to 12-year-olds a problem of codes and cyphers.

BRITISH SOCIAL HISTORY

(Tuesday 14.15, BBC2) Archive film shows the social changes which took place after the Second World War. Fourteen to 16-year-olds see official and propaganda film on the period between 1945 and 1951.

PICTURES IN YOUR MIND

(Tues 14.40, Wed 14.35, VHF4) "The Fair Forest", a unit of stories and poems for seven to nine-year-olds, continues with the Greek legend of the Golden Ram on Tuesday, and poems about witches and woods on Wednesday.

THE LAND

(Wednesday 10.48, ITV) A unit for O level and CSE students on river valleys begins with a study of the Tweed Valley.

ANIMALS IN ACTION

(Thursday 11.34, ITV) "Big is Beautiful" investigates the lives of dolphins and whales. Eight to 14-year-olds see methods of hunting and conservation. A data file is available for microcomputer.

DOCUMENTARY RE-RUN

(Friday 11.39, ITV) "A Summer Holiday" taken from a "First Tuesday" report, looks at the pleasure mentally-handicapped young men derive from a holiday in Talmouth.

A PLACE IN HISTORY

(Thursday–Friday 00.30, VHF4) Radiovision programmes introduce the collections of four major museums. Eleven to 14-year-olds visit "The Imperial War Museum", "The National Motor Museum", "The Mary Rose" and "The National Railway Museum" at York.

Continuing education

VICTORIAN VALUES

(Sunday 16.00, VHF4) Archive material, public records and contemporary diaries help historians to build up a picture of life 100 years ago.

PROMISED THE EARTH

(Thursday 20.00, C4) "The Impossible Decade" is the first of three documentaries about women's lives, work and progress during the last 10 years, the UN Decade of Women.

HEROIN ABUSE

On July 5 London Weekend Television will hold a special television conference on heroin abuse for viewers in the London region. Teachers and parents interested in obtaining a background information pack, "Saving the Skag Kids", are invited to phone in on Friday June 21, 6.00–11.00pm, on 01-828 5656.

Mother tongues

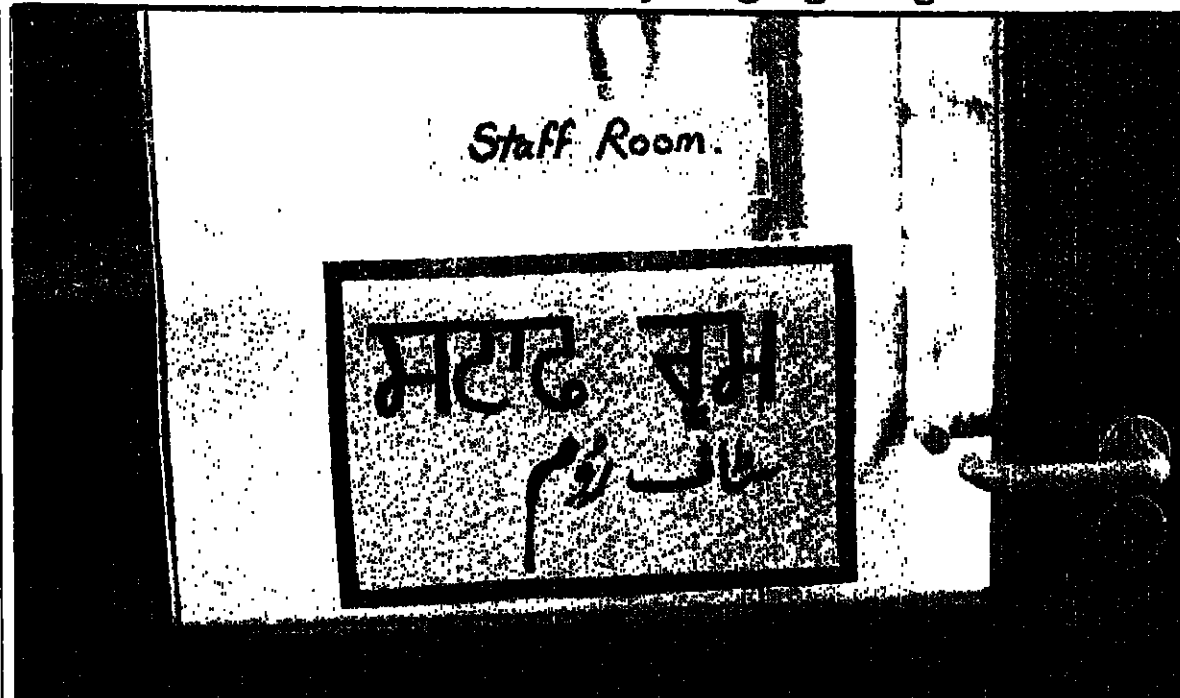
Ashok Bery previews next week's series of 'Minority Language Magazines'

SCHOOL RADIO
Minority Language Magazines
Radio 4VHF
June 24–28 00.30–1.10 am.

For the last few years, BBC School Radio has been broadcasting programmes in various mother tongues for the under-seven age group. This new series of broadcasts, in Hindi, Urdu, Cantonese, Gujarati, Bengali and Punjabi, is designed to provide resource material for teenagers learning these languages, but can also be used by adults.

As one might expect, a common theme in much of the material is the difficulties which face children who are growing up in dual cultures. One of the major problems is education, and, inevitably, many of the items deal with this. A teacher with experience of both educational systems compares British and Pakistani schools; in the Cantonese programme, two Chinese undergraduates discuss their experiences at school when they first arrived in this country; and other items take up the subject of language difficulties.

Another recurrent theme concerns the relations between parents and children – particularly the gulf that is often unavoidable when the children grow up in a milieu that is very different from their parents' culture. Some of the guises this problem can take – attitudes to marriage, to dress, to the family, to religion – appear in these programmes. Not all the items, though, are about life in this country. A song dealing with the rebuilding of Bangladesh is included in the Bengali programme; and in the Hindi programme, Indian film star Amitabh



Bachchan discusses prime minister Rajiv Gandhi's reaction to various misfortunes, including the assassination of his mother.

The magazine format adopted in the series allows many different approaches to be employed, including songs, interviews, plays and stories. The fictional items were, apparently, the most popular when the programmes were being tested in schools, and may well prove to be the most interesting to use and develop in class.

Because of this variety, few teachers will want, or be able, to use all the items in any particular programme; they will need to select what is appropriate and interesting.

It is impossible, of course, – because of the language problem – to assess the merits of all the different programmes. The Hindi/Urdu one, however, seemed to me to be a useful teaching resource but to suffer occasionally from a lack of pungency, an impression that was intensified by some of the

suggestions for follow-up work in the teacher's notes, which included such bland old favourites as "What I would like to do when I leave school" and "What I do at the weekend".

But this is perhaps quibbling. These programmes are to be welcomed as a step in the right direction, with the reservation that they do not go far enough. A single 40-minute programme for each language is hardly adequate. One hopes that a larger-scale effort will follow.

Multi-media pack

SCHOOLS TELEVISION
Advanced Level Statistics: Statistics BBC2, Wednesdays 11.17am.

Multi-media, curriculum-integrated teaching material is very expensive to produce, which made this BBC pack for the relatively small A-level Statistics market doubly welcome. A series of five television programmes was accompanied by two related disks of software for the BBC Micro and an excellent set of teaching notes written by Peter Holmes of the Statistical Education Project.

Throughout, the view of statistics was as a servant: in industry, in medicine and in motorway planning. No longer was elementary probability theory limited to the abstract world of red and green balls or packs of playing cards – in programmes one saw how it aids in the detection of drunken drivers.

On the whole the television programmes steered the difficult course between didactic lecture and more general concept building rather well. I particularly liked programme four on hypothesis testing, which was concerned with the use of beta blockers in the treatment of heart-attack victims. Hospital scenes and lecturing were intercut with extracts from an actual medical research paper with considerable effect. As a viewer, I felt involved with the subject matter.

Michael Thorne



Television study

VIDEO
Open the Box VHS £86 with study pack
Meridian Video Productions, 22 Burdley Lane, Greenwich, London SE10.

Unlike most literary studies in schools, where tests tend to be studied in isolation, in Film, Television and Media Studies institutional and production contexts have long been of central importance. There is, however, comparatively little material available designed specifically for use in the classroom. *Open the Box* attempts to fill that gap. In the words of the producers, this new study pack "looks at the process of television production and explores the framework within which ideas become concepts and images in the home".

The pack looks at the production of a music programme, *Live From London*, by an independent production company, Trillion Pictures, for an international satellite company, Sky Channel. The material consists of a three-part video programme with accompanying study notes. Attempting, as it does, to embrace the whole of the production process from the inception of the original idea for the programme to its transmission, the scope of the material is vast and subsequently rather thin. The effect of this is to grossly simplify the notions of "institution" and "process of production", reducing one to a brief description of the company, and the other to an equally brief account of jobs.

In the first part of the video, "The Programme", some production personnel outline what they do; the

usefulness of this exercise is suggested by the fact that nobody gets more than about 50 seconds. Such brevity appears to be a response to the problem of making a visually unimaginative programme manageable for students, whose concentration may be stretched by an unremitting flow of "talking heads".

Part two, "The Company", looks briefly at the organizational and financial structures of Trillion, again largely in terms of jobs done. It's difficult to know what sense students will make of this. The final part, "The People", which is potentially interesting for students, shows production personnel talking about how they got in to television and their working conditions. The programme concludes with some comments from various people about the future of television, briefly alluding to a complex debate through some fleeting remarks about cable.

The supporting material partially echoes the traditional book format in favour of loose-leaf sheets and photographs, tracing them for a variety of uses. Little help, however, is offered the teacher/student; some of the suggestions are rather banal, such as "colouring in".

In conclusion, the pack is disappointing; even the study notes tend to duplicate what is said in the video rather than expand and develop it (little is said, for example, of the broader institutional structures of British television). The pack does not really stand up as a course, although teachers may be able to appropriate some elements of the material in introductory courses about the industry.

Roger Martin

Next week

Joan Freeman reviews videos on child abuse – "Say No to Strangers" and "Now I Can Tell You My Secret" address the children, while "Child Molestation: Breaking the Silence" is aimed at teachers and parents; Michael Radford's film of "1984" is released on video for educational use

THE 1ST EUROPEAN CONFERENCE AND EXHIBITION ON PERSONAL ROBOTICS

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Sums practice

Crackermaths
Each book £7.95 + VAT
EJ Arnold, Parkside Lane, Dewsbury Rd, Leeds LS11 5TD.

This is a set of five "Pressure-Fax" workbooks intended to provide reinforcement and practice in maths. Four of them cover, respectively, addition, subtraction, multiplication and division. The fifth is called "Problems and Investigations" and contains 32 mathematical puzzles.

Each of the four "basic" books begins with a diagnostic test. Thus, for example, the "Subtraction" book identifies 28 levels of difficulty and gives five example sums at each level. A pupil making significant errors at any level can then be helped. The diagnoses

tic tests are followed by 28 worksheets, one for each level, though it is not suggested that these worksheets should provide the only remediation for faults disclosed by the diagnostic tests, and it is likely that a teacher would want to use the various tests and worksheets as supplementary material to whatever main scheme is in use.

What children are given here is unadorned "sums practice" and the white sheets covered by black-and-white well prove off-putting in a day and age when maths is usually taught with the aid of colourful, well-printed materials and lots of practical apparatus. In an effort to alleviate this problem, the authors have enlivened each worksheet with a joke, the punchline of which is "hidden" within the answers

to the sums. Children, of course, are not deceived by such ploys any more than they are taken in by attempts to sell maths by putting the word "Cracker" in front of it. Still, the device used here does at least provide a self-checking mechanism – if the sums are right, then the right words appear. "Problems and Investigations" contains numerous mathematical diversions of which the "Magic Square" is the most obvious example. Others given here include Kaprekar's Constant, Lattice Multiplication and dart-board arithmetic. There is much here which will interest brighter children. The books are in the form of masters for reproduction by the simple "Pressure-Fax" principle and each master will, it is claimed, give up to 300 copies.

Gerald Haigh

Jobsmaze

The GLC's latest contribution to what they have dubbed Jobs Year is a collapsible travelling exhibition which is intended to put out information about jobs in an unusual way.

Jobs are an emotive issue, and not just in an area where 400,000 people are currently registered unemployed. What may disappoint job seekers in search of careers advice or work is the didactic nature of the exercise which reflects on the political causes of unemployment and proposes remedial measures. Anyone who knows the GLC will be familiar with their message: Monetarism out, Maggie out, Keynesian economics in. Trade unions rule. OK.

The exhibition consists of a number of interconnected walls, doors and wall-mounted slogans, designed to fit on to a site the size of a tennis court. Visitors walk through it as though through a huge walk-in multiple-choice questionnaire. Open this door if you think these statements are correct: Cuts Must Stop, Industry Must Be Made More Productive. There Is No Alternative. The Only Way To Solve Unemployment Is To 'Price Workers Back To Work'. The exhibition is for Government, in other words, and it's all the greater shame that it is



Invest In The Economy. (For the record: the first is correct, the next three are wrong, the last is part-right.) Once you have gone through the door you have chosen, it closes behind you so that the lesson is rammed home when it lands you in the dead end because you have opted for solutions like Grants To Private Industry, Low Wages, Wage Control, etc. There is an alternative which advises you to try again, but the outlet exit from the dead end is – who'd have guessed it? – Redistribution of Wealth, leading to Mutually Beneficial Trade. It's a lesson in the GLC's own words: "It's all the greater shame that it is

have amused or even instructed Londoners who were threading their way through the Jobsmaze at the Green Weekend on the South Bank at the beginning of the month. Maybe a guide would have helped by explaining some of the more confusing alternatives. Even simple economics can't be reduced to such basics except for those already converted.

But that may have been put right in time for its next appearance at the Jobs Festival in Battersea Park on July 7. After that, it is to be shown at other sites throughout the GLC area.

Ruth Elliott

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Scale 2 Posts and above

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
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Elementary Teaching in the
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suitable applicant with
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1985 or January 1986 as Deputy Head
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Controlled Primary School.
Chippenham, Wilt. SN15 2EY.

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Wiltshire Primary School,
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Primary School,
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PRIMARY EDUCATION

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**SHROPSHIRE
EDUCATION COMMITTEE**
BISHOPS CASTLE COUNTY
HIGH SCHOOL
Bishops Castle, Shropshire

Required from September
teacher of English or R.
with B.Sc. Physical Edu-
cation. Scale 1 temporary
post.

Application forms and
details from the Head (SAB)
11507/51 11524

**SURREY
EDUCATION COMMITTEE**
YEOMANS BRIDGE SCHOOL
Cott Road, Ash, Surrey
Hants. GU12 6QH
(Int. 540 42-12-16)
Non-competitive

Required for September
an English Teacher for
English and History

Further details and applications from the following:

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SUTTON

LONDON BOROUGH OF
SUTTON
ST. MARGARET'S SCHOOL
Carleton
MILTON, LONDON, SE16 2
See under "Secondary
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(13540)

WARWICKSHIRE

STUDLEY HIGH SCHOOL
Crooks Lane, Studley
90X

Required for September
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PURE ENGLISH, years
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Application forms
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APPOINTMENTS
 Career, Allen District Education Office
 SA13 1HT).

LEGE, Margam, Port Talbot
 is scheduled to open in September
 training Port Talbot College of Further
 provision from the Port Talbot area.

COMPUTING
 An experienced person is required to
 design and managing the computer work
 of the school. The successful applicant will
 have a minimum of 5 years experience in
 this area of work, whilst holding a
 certificate throughout the college. He/she
 must assist one of the four senior tutors
 with the responsibility for Information Tech
 (Post ref: 8.33.85).

THERAPY - L1
 is required to participate in the development
 of Beauty Therapy courses within the
 college. He/she must have good Beauty Therapy
 qualifications in this field. Teaching qualifications

REHENSIVE SCHOOL
Port Talbot.
Age range 11 - 16).
Each CRAFT subjects to pupils follow
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REHENSIVE SCHOOL
Port Talbot.
Age range 11 - 18
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REHENSIVE SCHOOL
Adfields, Port Talbot.
Age range 11 - 18)

Other details are available from receipt of a large stamped address receipt of completed application.

John B. [unclear]
Director of Education

DATE OF BIRTH: 01/01/1945

The successful applicant will be responsible for the following:
 • Overseeing the Computing Science department in the area of work, providing support and guidance to the staff throughout the college.
 • Assisting one of the four senior tutors with their responsibility for Information Technology.
 (Post ref: 8.33.85).
TEACHERY – L1
 The successful applicant will be responsible for the following:
 • Delivering Beauty courses within the department.
 • Having good Beauty Theory qualifications.
 • In the field. Teaching qualifications.
 (Post ref: 8.33.85).
COMPREHENSIVE SCHOOL
 (Post ref: 8.33.85).
Age range 11 - 16).
 The successful applicant will be responsible for the following:
 • Delivering Craft subjects to pupils following the relevant syllabus.
 • Delivering Guidance courses and to teaching in the relevant subject.
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John Be
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 Reel 1,550. Mixed
 Comprehensive
 Required Schoolmaster Teacher
 HOME 1, ECONOMIC
 STILLS with the opportunity
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 Candidates for this position must
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SCALE. Initially for one year
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has been created to provide
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VALLEY PARK SCHOOL
Full time teacher of ECON-
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Department, Civic Centre

which they should be returned within 14 days of this advertisement. (SAE P1450).

Wolverhampton Community Council welcomes applications from all sections of the community irrespective of individual's sex, colour or ethnic origin, and from people with disabilities who have the necessary attributes to do the job. (13330) 13302

Head of the school on

**HAMMAR SCHOOL FOR BOYS,
WOR 440.**

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Academic year 1985/86 but could
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**WILSON SCHOOL, Moor Lane, North
Hampshire. NOR 1171.**
Advanced Mathematician, required.
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or September 1985, or January
college leavers are invited to apply.
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infants. Closing date: 1st July 1985.

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1986, experienced teacher for lower
Edward Crescent, Woodhall Spa,

middle junior class. Interest in Games essential.

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SECONDARY RELIGIOUS EDUCATION

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HORNSEY SCHOOL FOR GIRLS

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Tel: 01-344 6191

18-19 Girls' Comprehensive

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Letters of application with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster as soon as possible. Closing date: 15.09.85. (154422)

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REDRIDGE

LOXFORD HIGH SCHOOL

Loxford Lane, Loxford, Essex

Tel: 01-553 8434

Head: R.H.M. Markham

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SWAFFHAM HAMONS

Swaffham, Norfolk

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Roll: 793 mixed (Group 11)

Scale 1 Religious Education

to teach throughout age and ability range.

Required for September, a well-qualified and experienced teacher of Religious Education, to teach through the subject at all levels and to have a well-established approach to the subject up to and including 'A' level.

Letters of application with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster as soon as possible. Closing date: 24th June 1985. (154422)

REDRIDGE

LONDON BOROUGH OF

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LOXFORD HIGH SCHOOL

Loxford Lane, Loxford, Essex

Tel: 01-553 8434

Head: R.H.M. Markham

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HEADS OF DEPARTMENT

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COMPREHENSIVE SCHOOL

Avon Way, Newbury, Berks.

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to teach throughout age and ability range.

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Letters of application with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster as soon as possible. Closing date: 24th June 1985. (154422)

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GLEBE SCHOOL

Wickham, Kent

A new secondary school

for children with moderate

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Opening September,

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Teacher willing to teach

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throughout the school.

Scale 1 plus S.A.E. plus

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will be small, and will include

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Economics at the school

will be excellent.

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EALING

LONDON BOROUGH OF

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CATHOLIC SCHOOL

Hawthorn Road, Ealing W13

9DD.

Required for September 1985.

A temporary teacher for one

year, to cover a permanent

teacher's absence. An

enthusiastic and experienced

teacher is sought to work in

this day school for 4-12 year

olds with moderate learning

difficulties.

Candidates should have a

good knowledge of first school

teaching methods and experi-

ence of working with children

with learning difficulties.

Scale 1 plus S.A.E. plus

allowance plus £1,000 London

Weighting.

Further details and applica-

tion forms available from the

Chief Education Officer, The

Education Office, Ealing W5

8AA. Tel: 0181 871 1111.

Applications should be

returned by 30th June 1985.

(150944) 160022

HAMPSHIRE

LORD MAYOR TRELOAR

COLLEGE

The Priory, Winchester

SO9 4JH

Required for September 1985

a temporary teacher for one

year, to cover a permanent

teacher's absence. An

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The Priory, Winchester

HERTFORDSHIRE

LAKESIDE SCHOOL

Lakeside, Hemel Hempstead

HP1 2JH

Required for September

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HP1 2JH

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HUMBERSIDE

COUNTY COUNCIL

EDUCATION

DEPARTMENT

EAST RIDING DIVISION

HERSCHEL INFANT AND

JUNIOR SCHOOLS

Northcliffe Road, Huddersfield

WF1 3JH

Required for September,

1985, for one year, to cover a

permanent teacher's absence.

An enthusiastic and experi-

enced teacher is sought to

work in this day school for

4-12 year olds with moderate

learning difficulties.

Candidates should have a

good knowledge of first school

teaching methods and experi-

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with learning difficulties.

Scale 1 plus S.A.E. plus

allowance plus £1,000 London

Weighting.

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Education Office, Ealing W5

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DEPARTMENT

EAST RIDING DIVISION

BRIDGEVIEW SCHOOL

Ferry Road, Huddersfield

WF1 3JH

Required for September,

1985, for one year, to cover a

permanent teacher's absence.

An enthusiastic and experi-

enced teacher is sought to

work in this day school for

4-12 year olds with moderate

learning difficulties.

Candidates should have a

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Scale 1 plus S.A.E. plus

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Applications should be

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COUNTY COUNCIL

EDUCATION

DEPARTMENT

THE MOUNT SCHOOL

The Mount, Loughborough

Leic. LE15 6DA

Required for September,

1985, for one year, to cover a

permanent teacher's absence.

An enthusiastic and experi-

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4-12 year olds with moderate

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Weighting.

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Applications should be

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COUNTY COUNCIL

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The Mount, Loughborough

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 Salary/wage to be based on
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You will be responsible for running the
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You must have a degree, normally with
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 Experience of exhibition work is essential,
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Salary (under review): as Museum
 Officer Grade F £7317-£9792.

For further details and an application
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